DOCUMENT RESUME

ED 388 910 CG 026 637

TITLE	Working with Newcomers: A Guide for Immigration and Settlement Workers.
INSTITUTION	Employment and Immigration Canada, Ottawa (Ontario).
PUB DATE	91
NOTE	150p.; For related guide, see CG 026 614.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Citizenship; Counseling Techniques; Counselors; Cultural Differences; *Cultural Pluralism; Culture Conflict; *Daily Living Skills; Employment; Federal Programs; Foreign Countries; *Immigrants; Immigration; Interpersonal Competence; Interpersonal Relationship; Orientation Materials; Population Distribution; Population Trends; *Reference Materials; Safety; Self Actualization; Self Esteem; Social Workers
IDENTIFIERS	*Canada

ABSTRACT

This guide is a national reference document that gives immigration and settlement workers access to concepts and printed materials than can help them do their jobs. Its purpose is to help immigration and settlement workers respond appropriately to newcomers' problems and questions as they concern Canada's customs, institutions and public behavior. It is not a list of programs and services offered by specific departments or agencies; however, it does help identify responsibilities of federal departments and agencies and distinguish among federal, provincial and local responsibilities. Section One, "Information about Newcomers," provides an understanding of newcomers and the immigration experience; and suggests how Canadians can help newcomers. Section Two, "Helping Newcomers Live in Canada," is a guide to other information sources that provide answers to questions newcomers frequently have about many situations. It is divided into five parts arranged in a hierarchy that starts with basic survival needs, moves on through safety, social and esteem needs to matters concerned with personal fulfillment. This guide brings together some of the most effective techniques and approaches used by helping agencies all across Canada. Appendices include an alphabetical bibliography and important addresses and telephone numbers. (JBJ)

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WORKING WITH NEWCOMERS

A Guide for Immigration and Settlement Workers

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WORKING WITH NEWCOMERS

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A Guide for Immigration and Settlement Workers

Prepared for
EMPLOYMENT AND IMMIGRATION CANADA
by ARCTURUS PRODUCTIONS LTD.
First printed March 1991
Second printing February 1992

This book, *Working with Newcomers,* is one of an integrated set of four documents designed to help newcomers adapt to Canada. Two books present information in English and French to people who work with newcomers (this book and *Canada, A Source Book).* Two other publications offer a digest of the same information to newcomers themselves in a variety of languages *(Getting Started in Canada, and A Newcomer's Guide to Canada).*

Working with Newcomers is a source of information that is relevant throughout Canada for people who work with newcomers. It also provides a framework to which individuals and organizations can add local and regional information specific to where they are located. Finally, it gives professionals and volunteers a conceptual approach towards working with newcomers which is derived from experience.

Aussi disponible en français

IM 160E 12.91

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Introduction

Working with Newcomers: A Guide for Immigration and Settlement Workers responds to a need for a national reference document that gives immigration and settlement workers access to the concepts and printed materials that can help them do their jobs.

This *Guide* is a resource document that will grow as it is used. Although every effort has been made to provide up-to-date reference materials, the compilers are well aware that the sampling is indicative rather than exhaustive.

Individual workers and organizations will want to take advantage of the pre-punched format by putting it in binders and adding the names, addresses and contact persons of the local and provincial agencies with which they deal.

If you know about materials that are national in scope and application, and could benefit your colleagues in other cities or provinces, don't keep it a secret! Please use the form in the back of this *Guide* to send information that should be included in the next edition.

Preface

To whom is this Guide addressed?

This *Guide* is addressed to people who work with newcomers. Its users include: immigration and settlement workers in government at all levels, Non-Governmental Organizations (NGOs), church and charitable organizations and reception house workers, hosts, ethnic organizations, ESL and FSL teachers, as well as mainstream teachers, health professionals, social workers, police, lawyers, human rights and women's organizations, and many other people all across Canada whose jobs bring them into contact with newcomers.

What is the purpose of this Guide?

The purpose of this *Guide* is to help immigration and settlement workers respond appropriately to newcomers' problems and questions as they concern Canada's customs, institutions and public behaviour. It is not a list of the programs and services offered by specific departments or agencies; however, it does help identify the responsibilities of federal departments and agencies and distinguish among federal, provincial and local responsibilities. It answers the need for a single source of information that can be:

- readily updated and improved in response to users' needs,
- easily supplemented with local information by individual users,
- quickly consulted to ensure a consistent approach throughout Canada.

How is this book organized?

This *Guide* presents a conceptual framework for people who offer orientation, information and services to newcomers. It is organized into sections, with parts and chapters, as follows:

Conceptual Outline of Contents

Introduction

Preface

Section One: Information about Newcomers

Part One: Different Newcomers

How many people come to Canada, where they come from, how they are selected as refugees or immigrants, and where they go on arrival.

Part Two: The Immigration Experience

Psychological and sociological insights into the immigration experience.

Part Three: A Methodology for Helping Newcomers

An approach to helping based on professional techniques.

Section Two: Helping Newcomers Live in Canada

Part One: Survival Needs

Chapters 1 - 7: Emergencies; Geography and Transportation; Weather and Climate; Food; Clothing; Shelter; Avoiding Embarrassment

Part Two: Safety Needs

Chapters 1 - 5: Economic Security - Employment; Shopping; Law and Safety of the Person; Health; Canadian Government

Part Three: Love and Social Needs

Chapters 1 - 6: Public Behaviour Meeting People, Visiting; Canadian Families; Women's, Children's and Senior Citizens' Rights; Education; Canada, a Country of Many Peoples; Holidays, Recreation and Entertainment

Part Four: Esteem Needs

Chapters 1 - 4: Authority; Economics: Banking, Saving, Spending; Ethnicity and Multiculturalism; Religion and Belief

Part Five: Self-Actualization Needs

Chapters 1 - 5: Citizenship: Becoming a Canadian Citizen; Personal Goals; Politics; The Arts, Sports, Communications; What Canadians Admire

Afterword

The Preface identifies the people who should use this book, why and how.

Section One, **Information about Newcomers**, provides an understanding of newcomers and the immigration experience; and also suggests how Canadians can help newcomers.

Section Two, **Helping Newcomers Live in Canada**, is a guide to other information sources that provide answers to the questions newcomers frequently have about the many situations, facts, rights, laws, institutions, customs and values that are the same (or very similar) throughout Canada. This section supplements community, municipal and provincial information sources by giving the national context shared by all Canadians. It focuses on the array of alternatives available in Canada, and suggests ways in which helpers can guide newcomers who find themselves in difficulty. It also helps people answer newcomers' questions about the country as a whole, about the shared frame of reference that is common to life in Canada, and particularly about those issues and concerns that are of a national nature.

Section Two is divided into five parts arranged in a hierarchy that starts with basic survival needs, moves on through safety, social and esteem needs to matters concerned with personal fulfillment. These levels of need correspond with the concerns of most newcomers, starting from their first few hours and days, and leading to longer-term issues. Generally speaking, helpers will find themselves concentrating on information related to the first two levels, but they will also encounter newcomers whose needs correspond to the third, fourth and fifth levels of the hierarchy. Moreover, since the hierarchy conceptualizes the average person's theoretical needs, there will be many variations in practice. Accordingly, "See also" references show readers where to find information that overlaps categories.

Each chapter in Section Two starts with advice to helpers on dealing with a major topic or theme such as education, health or shopping. These suggestions address both opportunities for mutual understanding and the pitfalls of misinterpretation, so that helpers can maximize the former and avoid the latter. Each chapter concludes with an overview of relevant national information sources, together with space for individual helpers to add relevant local information.

In what organizations do the users of this Guide work?

The users of this *Guide* are likely to work in one of six kinds of organization:

1. Federal and provincial government offices that work solely with newcomers:
For example, the Settlement Branch of Employment and Immigration Canada, or the Citizenship Development Branch of the Ontario Ministry of Citizenship, or the Immigration and Settlement Program of the Alberta Department of Career Development and Employment. Generally speaking, these are agencies that help newcomers by supplying services that are exclusively for newcomers.

2. Government agencies that supply services available to all Canadians:
For example, offices and agencies such as the Canada Employment Centres (CECs) of Employment and Immigration Canada, the provincial Departments of Education, provincial or municipal social services departments, and all aspects of government services at all levels including social assistance, health, police, family services, children's aid societies, and other "mainstream" agencies.

3. Non-Governmental Organizations (NGOs) that help newcomers:
For example, The Ontario Council of Agencies Serving Immigrants (OCASI) or the Alberta Association of Immigrant-Serving Agencies (AAISA), and the member organizations of such "umbrella" agencies as these, particularly the ones that run

reception houses or other services for recently-arrived newcomers. [For example, the Immigrant Services Society of B.C., the Edmonton Mennonite Society for the Assistance of Newcomers, the Metropolitan Immigrant Settlement Association (MISA) of Halifax.] Usually, such organizations receive funding from government at municipal, provincial and/or federal levels to deliver their services.

4. *Specialized NGOs, often established by newcomers themselves:*

For example, advocacy and service groups such as the National Organization for Immigrant and Visible Minority Women, the Canadian Ethnocultural Council, and organizations that address the needs, traditions and heritage of specific national or ethnic groups. Generally speaking, these are self-help, cultural organizations. They may or may not receive government assistance.

5. *Individuals and smaller, less formal groups:*

People who encounter newcomers through the Host Program of Employment and Immigration Canada, or people involved in helping newcomers who have arrived as privately-sponsored refugees.

6. *Organizations dealing with a specific clientele:*

These are organizations that deal specifically with women's issues, such as Changing Together - A Centre for Immigrant Women, Edmonton; with extraordinary problems, such as the Canadian Centre for Victims of Torture; and with legal issues, such as the Public Legal Education Society, Vancouver. The federal and provincial Human Rights Commissions are also in this category.

What do users of this Guide need?

The users of this *Guide* need both information and confirmation that their methods and approach are in harmony with other agencies. The information has two sources: that which is national or general to all of Canada, and that which is local and specific. Many of the provinces, municipalities and community organizations across Canada have already collected information at the local and provincial levels in manuals and guides. This *Guide* offers a common source of shared information to those who help newcomers with the problems of finding appropriate food, clothing, shelter, education, training and employment.

This *Guide* summarizes knowledge drawn from experiences shared by people whose job or volunteer time is dedicated to helping newcomers. Even though every person is unique, and every situation individual, there is nonetheless much in common among all those who regularly help newcomers. Notwithstanding the regional differences that are important to many Canadians, the commonality of the helping experience transcends regional loyalties. Moreover, from a newcomer's point of view, regional and provincial differences are relatively minor details in the major cultural adjustments that they must make.

Those who work with newcomers know that information by itself is not enough. They understand that newcomers need counsel from people who appreciate the stresses and challenges of the immigration experience. They also know that dedicated, sensitive and conscientious helpers have evolved successful approaches to helping newcomers cope more successfully. This *Guide* complements those skills.

What is special about helping newcomers?

People who work with newcomers face challenges as varied as the people with whom they come into contact. Many newcomers served by helping agencies are exceptional people. Some are refugees who suffered persecution in their countries of origin, escaped, and subsequently lived for years in foreign refugee camps, sometimes raising families there. By the time they reach Canada, many such people are habituated to surviving in exceptionally difficult circumstances.

As all community and social workers know, it is not always easy to help someone of one's *own* culture and background. However, cultural differences can make the communication problems even greater. The situation is made still more awkward if the newcomer has only a basic command of English or French and is suffering from the stress of new experiences in Canada. As if these problems were not enough, most agencies and their individual staff members must also deal with the constraints imposed by limited staff, time and resources.

What sort of person does the helper need to be?

Organizations that help newcomers include people with different backgrounds and training, some with formal, professional credentials, and others with equally valid informal qualifications based on experience. In some cases, they may themselves have been immigrants or refugees only a relatively short time ago.

In addition to helping individual newcomers, helpers often act as catalysts to community development. Some are advocates for all or particular groups of newcomers. Virtually all contribute towards educating the general public about newcomers, their needs, and their contributions to Canada.

There are many different styles, philosophies and approaches to helping newcomers, none of which is valid in all circumstances, all of which yield significant insights. This *Guide* brings together some of the most effective techniques and approaches used by helping agencies all across Canada.

The research and consultation on which this *Guide* is based point to one characteristic that all helpers have in common: no matter what their beliefs, backgrounds or theories, they all care deeply about other people. In addition, they are knowledgeable about newcomers, about the problems faced by newcomers, and about the larger Canadian context in which we all live.

Section One

■

Information about Newcomers

Part 1: Different Newcomers

"Immigrants" or "Newcomers"?

This *Guide* uses the general term "newcomers" for people who have newly come to live in Canada. Generally speaking, "newcomer" refers to people who are going through their first few weeks and months in Canada. Newcomers represent only some of the 4 million Canadians not born in Canada who are sometimes thought of as immigrants, even though many of them are now citizens. (Statistics Canada, *Canada Year Book*, 1990, pp. 2-27)

This *Guide* uses the word "Canadians" to refer to people who regard Canada as their home, whether by birth or adoption. Most of them are Canadian citizens; however, among the many people who offer volunteer or professional help to newcomers there are people who are Canadian, even though some of them have been in Canada for a relatively short time. The *Guide* recognizes the subjectivity involved in the term, and accepts the fact that if people *feel* at home in Canada, then their home *is* in Canada.

How many newcomers are there?

Newcomers to Canada during the 1980s arrived at approximately the rate of 120,000 per year. Some people came to Canada without government assistance (51% or 83,000 people in 1988); some came as refugees (17% or 26,575 in 1988). Over the course of the decade, approximately 60% came as families of newcomers.

How many newcomers will there be?

The number of newcomers will increase from 200,000 in 1990 to 220,000 in 1991 and to 250,000 by 1992.

Why do they come to Canada?

Some newcomers come to Canada to escape persecution. Refugees, by definition, are people who are at risk. Many newcomers choose Canada because they are looking for better political and economic conditions than in their homeland. Some come because their relatives have already settled in Canada. They all seek a better life for themselves and their families.

How are they selected?

Broadly speaking, newcomers are chosen because they are likely to contribute to Canada. The following information is not an official, legal or policy statement about immigration, but is supplied to helpers so that they can understand current immigration practice. Specific questions and issues should be addressed to the Immigration offices of Employment and Immigration Canada.

Canada admits newcomers for three main reasons:

1. humanitarian reasons — that recognize the plight of refugees,
2. social reasons — that recognize the need for families to be reunited,
3. economic reasons — that recognize the contributions that newcomers make to Canada's economy.

1. Humanitarian reasons for admission includes people who are:

- ***Refugees*** who can show that they comply *as individuals* with the Geneva Convention Relating to the Status of Refugees, and its 1967 Protocol (specifically, that their lives would be in danger were they to stay in or return to their native country)[1]; and
- ***Designated Class members*** who are people in refugee-like situations in countries designated by the Canadian Immigration Act.

In Canada, most people use the term "refugee" to mean either Convention Refugees or Designated Class members.

There are four types of refugees:

- ***Government Assisted refugees,*** who are helped by the Canadian government to settle in Canada. The Government of Canada provides financial support to refugees for food, clothing, shelter and basic furniture, if they do not have enough money of their own to meet these basic needs. This help lasts for one year or until they find employment, whichever comes first. Refugees are expected to look for work and become self-supporting as soon as possible.
- ***Privately Sponsored refugees,*** who are helped by groups of not less than five individuals, church or religious groups or ethnic associations. Sponsors provide material help to refugees (food, clothing, shelter and basic furniture) for up to a year, if they do not have enough money of their own to meet these basic needs. Refugees are expected to look for work and become self-supporting as soon as possible.
- ***Family Sponsored refugees,*** who are helped by their family members already in Canada. The family must supply food, clothing and shelter for up to ten years.
- ***Independent refugees,*** who look after themselves. They are not expected to need government assistance, and should be self-supporting from the moment of arrival.

All the foregoing classes of refugees, whose admission is arranged *prior to* coming to Canada, should be distinguished from "refugee claimants," who are people that have arrived in Canada and then requested refugee status. The Immigration Refugee Board must decide whether they are indeed refugees.

2. Social reasons for admission include:

- ***Family Class*** newcomers, who are connected by close kinship (spouse, dependent children, parents) to family members in Canada who sponsor the newcomer. The sponsor must provide adequate shelter, food, clothing and incidental living needs for up to ten years, and will support them in the event that they do not become self-supporting. This means that the newcomer should not need financial assistance from government.

3. Economic reasons for admission include:

- ***Independent Immigrants,*** whose education, skills and background make it highly likely that they will immediately become self-sufficient contributors to Canada. Some will be self-employed people who create jobs for themselves and other Canadians. Independent immigrants are selected by a point-scoring system that assesses their qualifications against Canadian needs, taking into account such matters as the ability to speak French or English, level of education, work experience and the demand in Canada for the applicant's skills. Independent immigrants are sub-classified into five groups:
  - Independent Workers
  - Investors
  - Entrepreneurs
  - Self-employed and
  - Assisted Relatives

- ***Assisted Relatives*** are independent immigrants who are assisted by their family members in Canada. Assisted relatives are assessed under the same point system as independent immigrants, but receive up to 15 points because their relative(s) in Canada will provide for their basic needs for five years in order to help them become self-supporting. Assisted relatives can include independent brothers and sisters, independent children, aunts, uncles, nieces, nephews, grandsons and granddaughters.

Where do they come from?

In 1988, 35% of all refugees coming to Canada were from Eastern Europe, 25% were from Southeast Asia, and 16% from the Middle East and West Asia. The balance came from Latin America and Africa. The three countries from which the greatest number of refugees came in 1988 were Poland, Vietnam and El Salvador.

Until the last three decades, most immigrants to Canada were Europeans. However, since the 1960s, an increasing number of both refugees and immigrants have come to Canada from other parts of the world. During the 1980s, people coming to Canada from Asia and the Pacific Islands accounted for as many as half of all immigrants to Canada. During the same period, the number of Latin American immigrants rose as high as 22%, the number of people from Africa and the Middle East rose from 7% to 14%; and the number of people from Europe fell to an average of 28%.

Top Ten Sources of Immigration (1988)

Country	Number	Per cent
Hong Kong	22,877	14.2%
India	10,360	6.4
Poland	9,186	5.7
United Kingdom	9,164	5.7
Philippines	8,298	5.2
United States	6,520	4.1
Portugal	6,391	4.0
Vietnam	6,128	3.8
Jamaica	3,912	2.4
Iran	3,633	2.3

(Source: Immigration Canada: Immigration to Canada, A Statistical Overview, p.13)

Where do newcomers go in Canada?

According to the *Canada Year Book 1990* immigrants (people not born in Canada) make up 15% of the population of Canada overall. However, in Toronto, Montreal and Vancouver as many as one in five people were not born in Canada. Three-quarters of all immigrants to Canada settle in seven major cities.

Newcomers' Destinations (1988)

City	Number	Per cent
Toronto	55,544	35
Montreal	22,478	14
Vancouver	18,300	11
Edmonton	6,069	4
Calgary	5,715	4
Ottawa-Hull	4,751	3
Winnipeg	4,515	3
Others	43,396	26
Canada	**160,768**	**100**

(Source: Immigration Canada: Immigration to Canada, A Statistical Overview, p. 19)

How many newcomers do most Canadians see?

Your perceptions depend on who you are, what you do and where you live. If you are a police officer, social worker, teacher or other mainstream community worker, and you live and work in Toronto, Vancouver, Montreal or their immediate areas, you are very likely to be dealing with many newcomers on a regular basis. Should you live in a smaller population centre, the number of newcomers will undoubtedly be smaller.

Mainstream agencies see newcomers as an aspect of dealing with Canadians of many descriptions; immigration or settlement workers deal exclusively with newcomers. However, many of the latter usually see only refugees and designated class immigrants. By far the majority of newcomers look after themselves, or are looked after by their families, without government help. However, nationality-specific helping agencies see a broad spectrum of newcomers. Churches, synagogues, mosques and Non-Governmental Organizations (NGOs) dedicated to newcomers are also organizations that see newcomers from many different countries.

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[1] *A Convention Refugee is defined as any person who "a) has a well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group or political opinion, i) is outside the country of his nationality and is unable or, by reason of that fear, is unwilling to avail himself of the protection of that country, or ii) not having a country of nationality, is outside the country of his former habitual residence and is unable or, by reason of fear, is unwilling to return to the country, and b) has not ceased to be a Convention Refugee by reasons such as voluntary repatriation."*

For further reading

Immigrants in Canada: Selected Highlights. Statistics Canada.
The Nation: Ethnicity, Immigration and Citizenship. Statistics Canada.
Immigration to the Atlantic Region, ...to Quebec, ...to Ontario, ...to Manitoba, ...to Saskatchewan, ...to Alberta, ...to British Columbia, ...to Canada. A series of statistical overviews. Employment and Immigration Canada.
Self-Employment in Canada among immigrants of different ethnocultural backgrounds. Elliot L. Tepper. Employment and Immigration Canada.
Recent Canadian Developments arising from International Migration. Gene Hersak and Derrick Thomas. Employment and Immigration Canada.
Immigration to Canada: Economic Impacts. Employment and Immigration Canada.
Dimensions, Profile of the Immigrant Population. Statistics Canada.

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Part 2: The Immigration Experience

Who cares for newcomers on arrival in Canada?

Special help for newcomers is available from a wide variety of federal, provincial and local government agencies, as well as Non-Governmental Organizations. In addition, newcomers can make use of the many social services and institutions on which any Canadian may call.

What are newcomers' practical problems?

Essentially, newcomers' practical problems are the same as any Canadian's. Food, clothing, shelter, education, jobs and taxes pose generically the same difficulties for everyone. However, for a newcomer there are complications that include learning not only new words but also new concepts. For example, "individual productivity" is a new concept to people who have lived all their lives in Eastern Europe. Similarly, snow and freezing cold are understandably outside the experience of most Africans and Asians.

What is "culture shock"?

"Culture shock" is the term used by psychologists and sociologists to refer to the emotional effects of moving from one society to another. It is normal, healthy and to be expected. Culture shock can be a positive and exciting experience that leads towards adaptation. However, it can also be debilitating, especially when unexpected, severe and long-lasting.

To someone holidaying in a foreign country, cultural differences can be stimulating, interesting and entertaining. However, to someone who has taken the major step of relocating in another country, the sum of all the differences between societies can cause severe culture shock, the symptoms of which can range from aggressive reactions to passive withdrawal.

Culture shock is caused by the disorienting experience of having to function in an environment in which patterns of behaviour are different from those that were formed in childhood. People uncritically think that their own culturally-shaped behaviour patterns are "normal" — even though most of them are in fact only "normal for where I was brought up." As well as all the difficulties of learning a new language, many newcomers have to cope with learning new standards of accepted behaviour towards people of the opposite sex, new laws about everything from human rights to jaywalking, and new appropriate attitudes towards authority-figures such as police officers. Arriving in a foreign country involves being faced by a bewildering array of these differences, and meeting new arrivals involves becoming aware of the legitimacy of many customs and behaviours, some of which are divergent.

What people do not recognize about themselves can be the basis for misunderstanding, bias, even bigotry. To understand newcomers' problems with culture shock, helpers should be aware of their own cultural biases. So long as they are irritated by newcomers' behaviour, habits, customs and ways of interacting, prospective helpers are unlikely to understand adequately or advise appropriately. Canadians should never assume that their way can be equated with the only, the desirable, or even the Canadian way. Helpers must first recognize their own socio-economic, national and ethnic background and its limitations as well as its strengths.

Empathy is essential to effective helping. Empathy is not the same as sympathy. Sympathy can look down from a position of security and feel sorry for those at risk. Empathy is compassionate: it seeks to understand, while knowing full well that all feelings are essentially private. Experienced helpers know that the one sentence that they should never say is: "I know exactly what you're feeling." Most people hearing this well-meant but foolish statement perceive the speaker to be condescending. However, it is possible and useful to make the statement, "I recognize what you're going through." Such a statement validates what newcomers may be feeling, and helps them to recognize that they are neither unique nor alone.

Culture shock can temporarily affect personality, making people feel and behave in ways that are not normal for them. It is important for helpers to recognize that under stress people can say or do things that are out of character. Such moments are difficult and even traumatic for all concerned. However, even though nobody should be subjected to rudeness or abuse, the occasional outburst is to be expected, and should not be made the basis of lasting negative judgements.

For some people, the experience of going through culture shock is a grieving period for all they have left behind — family, friends, familiar places, possessions, customs and the support of people in their communities. Their experience is comparable to that of someone who has suffered a bereavement. Such people require counselling that helps them take charge of their own lives again.

Although culture shock can isolate people even from those who would like to help them, supportive communication brings people together and enables them to act autonomously. When newcomers suffering from culture shock make contact with Canadians, however awkward this may be at first, they become more able to re-establish control over their own lives.

Fortunately, most people who are willing to move to a new country are emotionally resilient. As immigration and settlement workers know, the great majority swiftly respond to help by learning to help themselves, their families and their friends.

What are newcomers' expectations?

Newcomers' expectations are as individual as each person. Sometimes, their hopes and fears are confused or mistaken, usually because they have been expecting more from Canada than is reasonable. At least some of this confusion comes from the natural optimism of people who have chosen (or have been forced by circumstances) to emigrate from the country in which they were born. Frequently, misunderstanding grows out of language problems, out of culturally-biased expectations, and to some degree, out of misinformation picked up from a variety of sources. The strategies offered by this *Guide* and the package of materials to which it belongs[2] are in part a way of helping newcomers' expectations become more realistic.

Some people arrive in Canada expecting that government will provide for all their needs, that they will quickly find a job, and that their qualifications and status will be recognized and promptly rewarded without question. When these expectations are not met, newcomers' behaviour can range from confusion, to numb acceptance, to strident demand, according to their individual personalities and the conventions of the cultures from which they come.

What are newcomers' attitudes?

Again, newcomers' attitudes are as unique as each individual. Some newcomers are accepting of things Canadian, some resistant to even the most seemingly innocuous matters. Some accept gratefully what Canada has to offer. Others take a more militant stance, and demand services that they may have had in their native countries, but which Canada does not offer. (Job placement, job security and free secondary education that includes unlimited language training are the three services most frequently expected.)

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[2] *The package includes: Canada, A Source Book for Orientation, Language and Settlement Workers; this book, Working with Newcomers, A Guide for Immigration and Settlement Workers; A Newcomer's Guide to Canada; and Getting Started in Canada: An Introduction for Newcomers.*

Inter-cultural awareness begins with the realization that newcomers bring with them attitudes, skills, training, experience and values that, though they may be different from Canadian norms, are nonetheless valid and must be respected.

Despite the uniqueness of each individual, there are similarities in attitudes among people who come from the same culture. Although immigration and settlement workers should be very cautious of generalizations about nationalities and ethnic groups, there is objective information from inter-cultural studies that throws light on some immigrants' attitudes.

What is known about cultural differences?

It is as difficult to generalize about cultures as it is about individuals. Most efforts to do so can all too easily become lists of "strange things foreigners do," or, even worse, the material for racist jokes and insults.

Clearly, the process of adjusting to life in Canada is not concerned with private cultural differences. The food people choose to eat, how they worship, celebrate their joys or mourn their woes are all private matters that are protected by the Canadian Charter of Rights and Freedoms. Those who help newcomers must constantly make clear that most of the necessary adjustments to life in Canada are not in this private realm. Rather, they concern such public matters as how to relate to others in the everyday world of business and commerce, to the government and to employers, to teachers, police officers, medical personnel and other people in positions of responsibility or authority — as well as to people who will be their friends and neighbours.

In some cases, newcomers must recognize that aspects of life which they may think of as private are illegal in Canada. For example, family violence toward any family member is a crime in Canada. Conversely, they may discover that matters they may think of as illegal are considered acceptable, private behaviour under Canadian law. For example, homosexual relationships between consenting adults are not criminal acts in Canada. Adjusting to differences such as these is not easy for newcomers; and the process requires understanding and tolerance from those who help them. Helpers should be aware of professional resources (including social or psychiatric counselling services) to which newcomers can be referred for specialized information or assistance.

Time sense

Time sense is an aspect of public or workplace culture explored by cross-cultural communication experts such as Edward T. Hall. Canadian cultural norms with respect to time are similar to those of the USA and Great Britain, are less stringent than those of Germany and Switzerland, and more stringent than countries such as Bolivia, Nigeria or Sri Lanka. The Swiss expect trains to be on time to the second; in Canada, within fifteen minutes; in some countries, within hours.

Public behaviour

The Dutch sociologist, Geert Hofstede, classified four areas of public behaviour in which the consequences of cultural difference are greatest. These are areas of learned behaviour, some of which must be re-learned by newcomers when they reach Canada. Hofstede researched public cultural values in the workplace by sampling the opinions of people in more than 60 countries. His 48,000+ subjects held jobs ranging from unskilled plant workers to research professionals. As part of his analysis of findings, Hofstede created lists of the countries according to how strongly they hold certain public or institutional values. Hofstede calls the four lists Power Distance (which concerns how people relate to authority), Uncertainty Avoidance (how they relate to danger and risk-taking), Individualism (the sense of self as distinct from others in society), Conventional Sex Roles (culturally-specific sex roles and attitudes).

[1]Power Distance	[2]Uncertainty Avoidance	[3]Individualism sex roles	[4]Conventional sex roles
Less likely to disagree with authority	*More likely to avoid uncertainty*	*More individualistic*	*More "male dominant"*
Philippines	Greece	USA	Japan
Mexico	Portugal	Australia	Austria
Venezuela	Belgium	Great Britain	Venezuela
India	Japan	**Canada**	Italy
Singapore	Peru	Netherlands	Switzerland
Brazil	France	New Zealand	Mexico
Hong Kong	Chile	Italy	Ireland
France	Spain	Belgium	Great Britain
Colombia	Argentina	Denmark	Germany (FR)
Turkey	Turkey	Sweden	Philippines
Belgium	Mexico	France	Colombia
Peru	Israel	Ireland	South Africa (whites)
Thailand	Colombia	Norway	USA
Chile	Venezuela	Switzerland	Australia
Portugal	Brazil	Germany (FR)	New Zealand
Greece	Italy	South Africa (whites)	Greece
Iran	Pakistan	Finland	Hong Kong
Taiwan	Austria	Austria	Argentina
Spain	Taiwan	Israel	India
Pakistan	Germany (FR)	Spain	Belgium
Japan	Thailand	India	**Canada**
Italy	Iran	Japan	Pakistan
South Africa (whites)	Finland	Argentina	Brazil
Argentina	Switzerland	Iran	Singapore
USA	Netherlands	Brazil	Israel
Canada	Australia	Turkey	Turkey
Netherlands	Norway	Greece	Taiwan
Australia	South Africa (whites)	Philippines	Iran
Germany (FR)	New Zealand	Mexico	France
Great Britain	**Canada**	Portugal	Spain
Switzerland	USA	Hong Kong	Peru
Finland	Philippines	Chile	Thailand
Norway	India	Singapore	Portugal
Sweden	Great Britain	Thailand	Chile
Ireland	Ireland	Taiwan	Finland
New Zealand	Hong Kong	Peru	Netherlands
Denmark	Sweden	Pakistan	Denmark
Israel	Denmark	Colombia	Norway
Austria	Singapore	Venezuela	Sweden
More likely to disagree with authority	*Less likely to avoid uncertainty*	*Less individualistic*	*More "female nurturing"*

Adapted from: Geert Hofstede, Culture's Consequences, 1982.

List 1: Power Distance

The countries at the top of this list place a high importance on position, rank, obedience and conformity in the workplace. Subordinates tend to be more dependent, and to place relatively little importance on independence. This suggests that people from the countries above Canada in the list may be distressed by Canadians' willingness to disagree with authority, while people from countries below Canada on the list may find Canadians somewhat passive towards authority.

List 2: Uncertainty Avoidance

The countries at the top of this list place a high importance on rules, routines and predictability in the workplace, and a correspondingly low importance on individual initiative, risk-taking and entrepreneurial behaviour. This suggests that people above Canada on the list are less likely to take risks, become entrepreneurs, change jobs, or "make waves" in the workplace than people in countries below Canada on the list, who are likely to take such risks more readily than Canadians.

List 3: Individualism Sex Roles

The countries at the top of this list place a high importance on individuality, individual initiative and individual responsibility in the workplace, and a correspondingly low importance on the role of the group. Canadians are high on the list, which means that many people from countries below Canada on the list are likely to perceive Canadians as aggressive and self-centered. Canadians, like Americans, place a very high value on what they express by the words "individual freedom."

List 4: Conventional Sex Roles

The countries at the top of the list place a high importance on so-called "masculine" values of aggression, competitiveness, firmness and justice in their managers, and a relatively low importance on their earnings. At the other end of the scale is conventional "femininity" in the workplace, which values such aspects of work as the social conditions on the job, interaction with fellow workers, leisure time and relationship towards superiors. This suggests that people from countries below Canada on the list must adapt to a less "comfortable" environment on the job; those from above Canada on the list must learn to respect the values of a gentler work environment.

It is no surprise to find that Canada is in many respects culturally similar to the USA, Great Britain, Australia and New Zealand (which all speak English), and The Netherlands and Belgium (which like Canada have more than one official language). Conversely, the four lists indicate the extent of the cultural leap that must be made by many newcomers. The diversity among the four lists points to the dangers of generalizing about newcomers and the adjustments they must make.

Clearly, all such statistical analysis of culture does not state that all the members of any nation are alike in such-and-such a respect, only that people from these countries are likely to share similar values. Since Hofstede's study relates specifically to how people work, it is useful in understanding how easily people from different cultures will adapt to work life.

No one of the factors in Hofstede's four categories is more important than the others, and none works in isolation. However, recognizing that there are at least four major components to what has been called "national characteristics" has the value of correcting generalizations that attempt to reduce differences to simple, single factors. Hofstede's research also has the value of allowing Canadians to see themselves located within a spectrum of national variations. This realization helps people to recognize that differences are matters of degree rather than kind: that Canadians in general are "more" in some matters and "less" in others, but are "the most" or "the least" in none.

Even when their experience of culture shock has faded into memory, many newcomers retain a strong feeling of having been exiled from the country in which they were born. Canadian art and literature has been and continues to be strongly affected by a nostalgia for other places and times that exist only in the unresolved memories of people who brought a cultural tradition with them when they came to Canada. The poignancy of this experience lies in the exiles' knowledge that they cannot return, not only because what is past no longer exists, but also because they have become more Canadian than they expected.

Canada's policy of multiculturalism speaks to newcomers' dilemmas about what values they must change to live in Canada, and what values and traditions they may preserve. The core idea is that Canadians are welcome to preserve the cultures they bring with them from many lands — provided they do not create or maintain hostility, or disrupt Canadian society by doing so. Most Canadians like to see this process as a dialogue, rather than a power struggle. It is up to helpers to communicate the idea that a willingness to accept new cultures is compatible with a strong sense of what Canada means to those who call Canada home.

For further reading

See also Section Two, Part 3, Chapter 5, Canada, A Country of Many Peoples.

Culture's Consequences, Geert Hofstede, Sage Publications, 1982.

After the Door has been Opened: Mental Health Issues Affecting Immigrants and Refugees in Canada. Task Force Report. Supply and Services Canada.

Cross-Cultural Lifeskills: A Manual for Facilitators. Surrey Delta Immigrant Services Society, 1989.

Part 3: A Methodology for Helping Newcomers

This methodology was derived from a review of the relevant literature and careful observation of successful interactions between effective helpers and newcomers. The methodology applies with some qualifications to all interactions between Canadians and newcomers, whether they be formal or informal, one-on-one, or in group situations. It is based on observations of the formal helping interview wherein the helper is Canadian and the interviewee is a newcomer, and interactive group orientation sessions. The principles involved are applicable to settlement workers counselling individuals, families or groups; professionals leading orientation sessions; volunteer private sponsors; participants in the Host Program; and social workers, nurses, police officers or other professionals who interact less frequently or regularly with newcomers.

This methodology provides experienced helpers with a "trouble-shooting" check list that allows them to assess their own performance, particularly when faced with difficult or awkward helper-client relationships. It also helps people in their early stages of learning the techniques of effective helping by allowing them to plan their orientation sessions or interviews and then remain aware of how each interaction is progressing.

Paradoxically, by recognizing the patterns that are common to most interviews and orientation sessions, astute helpers are able to focus their attention on the uniqueness of the individual with whom they are dealing. This methodology makes helping sessions easier and more effective because it is shaped by those common patterns, as opposed to being an arbitrary format.

The seven steps of the methodology can also provide a useful check list for helpers in the hurried and stressful circumstances that frequently characterize their working days, and can assist the helper maintain high standards while managing his or her time efficiently.

In principle

The final *objective* of the helping process is to empower people to take care of themselves.

The immediate *goal* is to help this person or this group of people achieve their immediate needs.

The *methodology* for helping people focuses on structuring information sessions, interviews and interactions so that they contribute to both the immediate goal and the final objective.

A special methodology for helping newcomers is necessary, because newcomers usually do not share the same background as those who are trying to help them. Accordingly, instead of relying on an intuitive pattern of shared expectations, the interviewer must use a deliberate process, checked and confirmed at each stage. He or she must also avoid carelessly creating a wrong impression that can influence newcomers' behaviour. For example, by referring to health or education services as "free," the helper could foster a blindness towards economic and governmental realities, and contributes toward irresponsible use of public funds.

Successful helpers remember that the newcomer's expectations are not wrong in the sense of deficient, impolite, untrusting or ungrateful, but merely sometimes outside the usual Canadian context. Moreover, they may be the result of stress rather than an indication of a person's normal behaviour patterns or personality.

Every information session, orientation or interview is to some degree an intervention in someone else's life. Even if the session concludes in mutual agreement on what should be done next, the interaction does not end when the helper can say, "Well, I told them." The transaction is not successful until the clients have achieved their objectives.

On the one hand, no human being can be entirely objective and neutral, indeed, absolute objectivity and neutrality would exclude the empathy that is necessary to helping others. On the other, helpers should strive always to be fair and sensitive to the needs, circumstances and values of the newcomers they encounter.

In practice

Interviewers who work regularly with newcomers have strategies to detect and correct misunderstanding. They are particularly careful to frequently invite statements from the clients, as opposed to simply asking "Do you understand?" Whether working in the context of one-on-one interviews or group orientations, they leave time for clients to confirm with more than a "yes" or a nod that they have understood. Effective communication invites re-statement by the newcomers in their own words, no matter how halting these words may be, or how time-consuming and sometimes frustrating it may seem. Especially in the group orientation situation, it is better that the group understand one or two concepts well through a process of discussion and interaction, than that the helper talk about a dozen important matters and not be understood.

There is a pattern to interviews and orientation sessions given by people who are successful at helping newcomers help themselves. Individually, such interactions may seem to be unique, conversational and natural. However, the common factors in many different successful sessions follow a pattern that is not limited to matters of personality and individual style. Effective helpers start with an understanding of newcomers and their generic problems. They also have a body of knowledge likely to be useful to newcomers. Moreover, either deliberately or intuitively, successful helpers follow a plan that enables them to provide information and advice that is relevant to each newcomer's immediate needs. The following seven steps are one way of expressing this implicit plan.

Seven steps

Step 1. Put the clients at ease.

Experienced helpers make clear who they are in simple words and sentences. They also establish the limits of their abilities and authority. The second half of this self-introduction is particularly important if the clients have just arrived as refugees, and may not be at ease with people in authority. For example:

"*Hello, my name is ...* Pat Smith. *You may call me ...* Pat. *I work with people who are going through their first few weeks in Canada.....* for the Government of Canada / for the Provincial government / for the XYZ Organization / for this Reception Centre."

Step 2. Obtain permission to help.

Rather than immediately stating an agenda for the session as they might to another Canadian, experienced helpers ask some variant of the following question:

"*I'd like to help you ...* [for example, plan what you should be doing over the next few days] .... *Is that all right with you?*"

They then pause and allow for a reply, rather than taking agreement for granted. This step may be particularly necessary in cases when the helper is a woman, and the clients men from a society in which women are not expected to hold the authority implicit in an official helper's role. Failing to complete this transaction can lead either to hostility (if the clients are conditioned to resent any woman's advice) or dependency (if the clients expect her to take over responsibility for themselves). Analogous situations can exist between male interviewers and female clients, as well as between newcomers who may be confused if they perceive that their helper is (or seems to be) a newcomer to Canada.

If the clients have been directed to attend the session and regard it as a duty, they may have many unanswered questions about its purpose. These might include:

> "What does this person expect of me?"
> "Does he/she represent the government?"
> "What are his/her qualifications or authority?"
> "Is this another bureaucratic processing like those I have experienced at camps, checkpoints or immigration hearings?"
> "Is this person about to tell me what I must do, what I may do, or what he or she wants me to do?"
> "Is this an opportunity to obtain gifts of money, clothing, etc?"
> "Is this another interruption of my plan to become self-sufficient?"

This is the stage at which the astute helper elicits such questions and clarifies the relationship. It is a particularly appropriate occasion for clearing up misunderstandings *before* the session becomes involved in details and particular instances.

Experienced helpers are aware of problems that can arise when dealing with people who have lived in a country with an oppressive, dictatorial or rigidly hierarchical regime. Such people will probably not be as forthcoming, or produce the direct answers about problems and concerns that might be expected. It may be necessary for the helper to take more time to cope with attitudes that would seem suspicious or even paranoid.

The helper should proceed at the clients' pace. This builds up the necessary trust, and gives the helper time to avoid misinterpreting the clients' behaviour by judging according to Canadian standards that do not apply. This may involve relatively trivial matters of behaviour or major elements in the newcomers' plans. Possibilities range from the newcomer who feels that he or she does not need any further help, to the newcomer who seems incapable of formulating any plan at all. In all cases, the helper should remember that his or her role is to help newcomers as they need help, as opposed to processing them through an inflexible system.

Difficult as this may be in a group session, there are advantages over the one-on-one situation, in that the clients often communicate very effectively among themselves, using their own language to spread the information among themselves. Obviously, it is crucial that the clients who are doing the explaining are not spreading misinformation, particularly as the helper will often not be able to understand what is being said. For this reason, effective helpers do not simply ask such unofficial translators "Do you understand?" but rather ask, "What are you going to tell them?" or a similar question that requires the client to play back to the helper what was said before going on to explaining it to the other clients.

Step 3. Elicit the clients' problems, needs and concerns.

Experienced helpers start with the problems that are uppermost in the clients' minds *even if* they are not those on which the session is focussed. Questions such as "Are you comfortable here?" or "Are things as you expected?" help clients to air their immediate worries, which can usually be solved relatively easily.

Successful helpers deal with only one major problem at a time, putting it in the context of other issues or concerns. They conduct orientation sessions in distinct sections (for example, on food, on clothing, on shelter, on aspects of finding a job). At the close of each section, (which normally is in the form of a brief and simple statement by the helper) he or she reviews or "wraps up" the topic, and asks for questions, comments or discussion while any difficulties or problems are sharp in the clients' minds. The effective helper does *not* say, "Please do not interrupt because there will be time for your questions at the end of the session." Rather, he or she makes sure that there are no further questions or problems about, say, food, before going on to clothing.

Helpers should always bear in mind that newcomers can be overwhelmed by the complexities of their new lives in Canada — particularly in the first few days and weeks. Accordingly, successful helpers do not confuse their clients with information that is not immediately necessary. Effective helpers are good listeners: they wait until they know what specific aspect of a problem troubles the newcomers with whom they are dealing, instead of allowing themselves to be triggered into giving a set speech on generic subjects such as education, language training or program entitlement.

Step 4. Help the clients identify their needs in order of importance.
Often, newcomers need help establishing priorities. The immigration experience can make some newcomers focus on a single goal to the exclusion of other vital demands, while others are overwhelmed by so many alternatives that they are unable to plan. Some are in too much of a rush toward solving longer-term problems, such as a permanent home or a rewarding career; others are reluctant to take the next step toward self-sufficiency until all possible entitlements to government assistance have been exhausted.

Evaluating the needs of someone from another culture may require the helper to deal with a different order of priorities than might be expected from most Canadians. The sensitive helper never dismisses or denigrates cultural patterns, but rather helps clients find ways of integrating their customs with Canadian patterns of behaviour. A useful gambit is the question:
"How do you think your custom of .... can fit into the Canadian context where there are established customs such as .....?" This format works both for seemingly minor matters

such as the conventions of clothing, and also for much more serious issues such as spouse abuse, which is a crime in Canada, even though in many countries it is not. It is particularly effective in group sessions, when it can provoke discussions that both inform the clients, and deepen the helper's understanding of what seems to be most problematic for the clients. Such discussions are often the best way of discovering and countering misinformed or distorted views.

It is important to remember that some newcomers feel that Canadian customs, laws and institutions are inferior to those they remember from their original country. When newcomers say words to the effect that their country's approach is better than Canada's, or complain about the way something is done or not done here, the astute helper never argues. Recognizing that the newcomer's critical attitude is probably because he or she is having difficulties making the necessary adjustments to a new society and culture, the helper focuses strictly on practicalities. Rather than allowing the session to turn into a debate, the effective helper asks some variant of the question, *"You are not the first person to raise that criticism of Canada; however, how are you going to deal with your personal situation?"* This approach usually turns the discussion away from theoretical ideals towards the practical matters of helping newcomers define their next tasks. Generally speaking, other members of a group will respond to this approach, particularly if the helper is quick to intervene before the session degenerates into an exchange of woes that can be dispiriting to even the most confident newcomer.

Step 5. Communicate possible options, and together find a solution.
Canadians like to choose among options. However, this approach to life is not shared by all cultures, particularly those with different concepts of individuality. Some newcomers are initially bewildered by the array of options available to them in Canada, particularly if they are from countries with a high power-distance society

where people in authority make decisions for those who consult them. These newcomers expect to be told what to do, as opposed to participating in a decision-making process.

In fact, much of the consideration of alternatives that is traditional to Canadian information-giving situations is conventional: the experienced helper usually makes clear what option is preferable, and concludes by having clients state what they should do next. People from a different culture do not intuitively understand these conventions, because their cultural experience may lead them to expect helpers who exercise more authority. Their tradition may demand that clients *interpret the helper's instructions*, as opposed to the Canadian approach, which asks the client to make a choice among alternatives.

In time, newcomers become more comfortable with the Canadian approach, but in the early stages it is important not to bewilder them with possibilities, or they may count the session a failure. Successful helpers tactfully help their clients deal with options, as opposed to making decisions for them.

Some newcomers discover that choices which would be once-and-for-all in their own country can in Canada be re-made several times. For example, Canadians change jobs and move their residences with a frequency that seems incredible to newcomers from countries where most jobs are lifelong commitments, and homes are multi-generational, if not historic.

Successful interviewers frequently consult the newcomers' own knowledge, asking, *"If you were in your own country, what would you do now?"* Such questions are useful, even if they elicit a generalized reply such as "In my country, we do not change jobs." Instead of regarding the subject closed, the experienced helper then counters with a probing question such as, "Does nobody change jobs in your country, ever?" Usually, either the newcomer or another member of the group speaks of the exceptional situation in their country with an answer such as, "Well, sometimes people re-train themselves and move into a different occupation." The helper can then focus on this exception, and use it to make the Canadian situation more acceptable. He or she might say, "That's true in Canada. Here, it happens more often."

By listening carefully to the newcomers' responses, the helper can build their confidence. Involving them in planning what to do next increases the likelihood that newcomers will follow through with what are now *their* plans, as opposed to the helper's suggestions. This process also helps the helper correct misperceptions and distorted expectations.

Step 6. Have the clients confirm the solution and state what they will do next. Confirmation of understanding is particularly important when the newcomers are from a society where politeness demands that they must always appear to agree with anyone in authority. It is also a way of assessing whether there is mutual trust, especially if the session began with suspicion or resentment.

This step may take time, but it is crucial. A statement of purpose by the clients is a commitment on their part. Therefore the experienced helper does not simply allow one self-appointed spokesperson to answer for the group. Instead, the helper checks with as many different people as time allows, making sure that there is time enough for this step. This process also allows the helper to evaluate the effectiveness of the session.

In the case of short, imperative, one-on-one interviews of the kind experienced by doctors, nurses and police officers, this communication approach ensures that a crucial idea is clear in the client's mind, whether it is, "Take one pill with water at bedtime," or "Always carry your licence when you drive."

Step 7. Provide for mutually agreed check-back and follow-up, as necessary.
The North American concept of the check-back or follow-up can sometimes offend people from societies that value masculine independence and pride. It is important for clients to understand that a follow-up does not imply that they are being patronized, policed or treated like children. Failure to communicate this idea effectively may lead either to resentment of, or dependency upon, the helper.

In the case of one-on-one interactions, social workers, public health nurses and other community workers need to have their clients know that checking back and following up are not the acts of meddling busybodies, but a necessary aspect of how Canadians view the helping role.

When disengaging

Perhaps the most important aspect of helping people is knowing when to stop helping. Help that does not lead to independence increases dependency. Moreover, dependency can be created, maintained and enhanced by either the helper or the helped.

If a person's contacts with newcomers are limited to particular, isolated events such as those that might involve a police officer or a nurse, then there is little chance for a dependent relationship. However, ESL/FSL teachers, people with jobs in Reception Centres, and others who work exclusively with newcomers may find themselves inadvertently contributing to a problem instead of solving it.

The first step towards overcoming dependency is to recognize the stages through which newcomers go as they interact with helpers. Newcomers need the most help when they first arrive, and thereafter should increasingly take more and more control of their own lives. Each stage in their adjustment process has an appropriate level of involvement for the helper. What is a normal helper-client relationship at an early stage can be over-dependency at a later stage. Most helpers guide their clients through four stages:

Stage 1. Satisfying the client's need for him or her.
Helpers are most involved at first, actually doing things day-by-day for clients such as supplying them with clothing, food and shelter.

Stage 2. Helping the client satisfy his or her needs.
Helpers see clients on a regular basis to help them satisfy their own needs, such as going with them to shop, house-hunt, find a job.

Stage 3. Providing information so that the client can satisfy his or her own needs.
Helpers respond intermittently to questions, providing information or referrals to other sources of information suited to newcomers.

Stage 4. Indicating how most Canadians satisfy their needs.
Helpers occasionally point out services, facilities and processes used by all other Canadians.

In practice, the four stages may overlap. However, they are an effective generalization that serves as a guide to what is normal. Individual cases can be clarified and assessed against the norm while still acknowledging the uniqueness of each client and helper.

Dependency

Dependency by clients on helpers has been characterized as "game behaviour," that is, a shared process in which both individuals (or the helper and the group) play out complementary roles instead of coping with reality. The psychologist, David Berne, has written extensively about the "Games People Play," some of which are characteristic of a helping relationship that has deteriorated into dependency.

Unproductive games that can be initiated by the client:

I'm weak and helpless, so you must take care of me.
You should feel guilty for all the bad in the world, and atone by giving me everything possible.
Let's you (the helper) and him or her (some other authority) fight.

Unproductive games that can be initiated by the interviewer:

Nobody cares except me — so let's badmouth everybody else.
There's nothing I can do, it's just the system — so it's OK if you give up.
If you don't do exactly as I say, I can cause you to be punished.
Everybody's doing it — so go ahead and rip off the government.

Unproductive games that can be initiated by either the interviewer or the client:

Ain't it awful! ("It" can be racism, intolerance, the government, the weather, the office, the coffee.)
Let's criticize the system. (Particularly effective when one agency or individual can be set against another.)

These games, and many like them, involve unconscious cooperation between the players. All are futile, time-wasting and confidence-sapping, because they interfere with what must be done next. There is often some truth in what is said while playing these games, for example, racism *does* exist in Canada and is shameful. However, if an issue is out of the control of either player, then a game is in full swing, and nothing substantive is being accomplished. (ESL and FSL teachers have a heavy burden in deciding when a game is useful to practice language skills, and when it is merely wasting time and energy.)

Astute helpers recognize that when they are being drawn into a game they are probably facing a client who is becoming overly dependent. The first step in correcting the situation is to refuse to continue playing the game. The next is to address practicalities: what must and can be done.

Correcting dependency

1. Set deadlines and impose limits.

Effective helpers help their clients break problems down into solvable units, insisting that newcomers work step by step. They refuse to join clients in discouraging contemplation of major issues and global concerns that are out of their control. Instead, they have their clients state explicitly what should and can be done, and what their next actions will be. This applies both one-on-one and in group sessions.

When working one-on-one, some helpers deliberately write down a note in the client's file at the close of the interview. They start the next session by asking whether the action has been taken, being careful to praise even a relatively small accomplishment. When working with a group, the same technique can be used effectively by having people report on what they have accomplished since the last session. If the helper approves and praises these accomplishments, the group dynamic tends to favour successful activity.

Effective helpers are soft on people but hard on problems. It sometimes helps for newcomers to be tactfully reminded that their problems are not unique, either in comparison to other newcomers, or in contrast to most Canadians. Although successful helpers deal with all their clients as individuals, they recognize that many of the difficulties faced by newcomers are generic and frequently shared by other Canadians. For example, although newcomers' problems are complicated by language and cultural differences, they are often similar to those faced by younger Canadians in search of an education, a first job or a place to live on their own.

If many of the newcomers in a group have not progressed since the last session, the helper must take appropriate action. First of all, he or she must find out why. This requires an empathy for emotional problems, but also a refusal to let the session bog down in excuses. Generally speaking, emotional problems occur from trying to do too much, while practical progress comes from taking small but successful steps. Accordingly, a useful technique is to break down newcomers' difficulties into smaller units, asking all the individuals within the group to confirm that they can handle each unit before progressing to the next one. This technique can also isolate problems that had not occurred to the helper because they are specific to this or that ethnic or national group. Once discovered, such problems can usually be solved.

If the problem persists over several sessions, the helper should consider breaking the group down into even smaller groups, or one-to-one family or even one-on-one sessions for the particularly troubled person.

It sometimes happens that an individual persists in refusing to take responsibility for him or herself. In such cases, when nothing has been accomplished by the newcomer over repeated meetings, some helpers deliberately cut such a session short with some variant of the following: *"Well, we have nothing to talk about, do we? Let's re-schedule this* *interview for when you have done .... Can you do that by .....? Good. Then we have a deal. You finish doing .... and then we can talk about the next step."*

The approach is always realistic, pragmatic and emotionally neutral. Clients who have become dependent are very often willing to promise the interviewer anything, the larger and more impossible the promise the better. They must be weaned into promising *themselves* that they will do the possible, and when they are successful, they should be praised for the accomplishment. At first, the tasks should be relatively small, so that the client builds up a pattern of successful completion. Then, as confidence generates increasing independence, the helper should withdraw *without* expecting the effusive thanks that many dependent clients pay their helpers as a price for their dependency.

2. *Transfer the clients to another helper.*

This is not always possible or desirable, but may be necessary as a last resort, or in an extreme case when a client or clients have become fixated on (or against) their helper. A transfer should always include a case-meeting in which the new helper is made aware of the difficulties as objectively as possible. This is particularly the case when the transfer is from one organization to another.

3. *Tempting but ineffective options — "Dire Consequences."*

Dependent clients are usually avoiding what they perceive as unpleasant consequences. Frequently, they transfer responsibility for their own actions onto a helper, who can then be blamed if things do not improve. Threatening clients with dire consequences such as the end of an entitlement or the cancellation of a privilege is not likely to change a pattern of dependency and avoidance. Anger or threats usually only make dependent clients think, "They don't like me," and transfer dependency to another person or institution, where they often contribute to inter-agency rivalry by blaming everyone but themselves for their problem.

4. *Tempting but ineffective options — "A good talking-to."*

Giving a dependent client "a piece of your mind" is rarely effective. Instead of attending to the substantive problems and consequences that the helper is lecturing about, the client invariably focuses on the helper's emotional state, which can range from irritation to self-righteous anger. The most likely consequence of "a good talking-to" is a client who says, "He doesn't like me ... he's prejudiced ... it's not fair. ..," and takes no further practical action.

Paternalism and maternalism

There are strong parallels between the parent-child and helper-client relationships, particularly at the early stages. Parents and children live through up to two decades of successful and unsuccessful interactions. The helper-client relationship lasts only a few days, weeks or months, during which time the newcomer essentially comes of age a second time by learning the socially-approved patterns of a new society. To be someone's mentor during this process is for some people more a vocation than a job. These dedicated people interpret the helping role in terms of responsibilities to both the client and to society. Their goal is to enable people to become self-sustaining, contributing members of Canadian society.

Although those who help newcomers are concerned with survival and safety issues of the utmost practicality, they are also aware of higher social, personal and indeed spiritual values. Far from being paternalistic or maternalistic in the negative sense, they are like the best of parents who nourish the growth of the whole person who is temporarily in their care, and in so doing find that they, too, have developed and matured.

Section Two

■

Helping Newcomers Live in Canada

Introduction: Presenting Information about Canada

1. Rights, obligations, problems that are the same throughout Canada.

People who work with newcomers need not have an encyclopaedic knowledge of all things Canadian, but they should have a firm grasp of the rights and obligations of living in Canada. They should also be able to make use of their own experience to guide newcomers through such common experiences as shopping, finding a home, acquiring appropriate education or training, and availing oneself of recreational, social and cultural amenities. This *Guide* provides helpers with the answers to the questions that are most often asked.

2. Specific services within the immediate community.

Most of the information needed for helping people flows from each helper's experience and training. However, helpers cannot rely exclusively on memory. They need information about services, organizations and individuals that are particularly relevant to newcomers. Larger cities and some provinces already have manuals and guides for this purpose.

Four models of the informing process

There are four models of how newcomers can be informed, each appropriate to a different situation.

1. Direct and informal on an individual, as-needed basis.

The interview has the advantage of being the most client-centered approach, in that information can be responsive to the individual newcomer's needs, and starts with the newcomer's experience. The drawbacks of the interview are that it can foster dependent behaviour in clients who fail to recognize that their problems are not unique, or who form inappropriate attachments to their helpers. Generally speaking, the one-on-one situation will usually not be the primary method of orientation in Reception Centres or by most organizations for newcomers in large centres.

However, it is the norm in the case of people who help newcomers privately (as in the Host Program), or who help them through "mainstream" agencies.

2. Direct and formal, in a class, group or meeting.
Classes, groups and meetings are the usual method of interacting with large numbers of people whose information needs are similar. The group approach has the advantage of creating a sense of shared experience among those who participate. The drawbacks of the group or class setting are that people are often overcome by more information than they can assimilate, or find that the information is too general for their needs. Newcomers subjected to long orientation lectures in their first few days or weeks in Canada often lack the necessary language skills, cultural context and emotional readiness to absorb the information they are presented. The preceding methodological section stresses the need for interactive orientation sessions that do not overwhelm newcomers with too much information.

Some groups include only people from similar backgrounds, some are composed of people from many different origins. There are advantages to either situation that astute helpers can learn to exploit. In the first case, a shared language can lead to quicker learning of basics; in the second, the absence of a shared language can lead to people learning English or French — and in the process undergoing a multicultural experience.

3. Indirect, in the form of documents, books, films, video, or other communication media.
Print, film and video speak for people who cannot be present. Video and film can bridge language differences; print can be consulted repeatedly by the user. Among the advantages of media are control, standardization and quality of message, because they provide the same information to a large number of people in different places and

at different times. Among the disadvantages are the problems of keeping the material up to date and the possibilities of unexpected and uncorrected misinterpretation.

Media must be de-coded and applied to one's own situation. People tend to think of video and film as if they were universal in meaning, but in fact they are strongly conditioned by culture. Movies carry messages in addition to the deliberately-inserted content, and sometimes these messages can overpower the intended meaning. The clothes, physical attributes and body language of actors in a film or video can be so distracting or even offensive to those of another culture that the intended message is not communicated. Film and video are most effective for newcomers if they are used in group sessions when there is abundant opportunity for comments and questions.

Print materials in the newcomer's language and idiom are most useful to newcomers at the early stages of their coming to Canada, when they share the same generic needs and problems. Helpers should not hand out printed materials indiscriminately. They should tactfully ensure that literature is given only to the literate.

4. Indirect, by referring newcomers to information sources.

After some time in Canada, when their information needs become more sophisticated and individual, newcomers should be making steadily increasing use of the information sources that are available to any Canadian in English and French. This should begin as early as possible. The use of standard Canadian information sources encourages newcomers to learn English or French and helps them recognize how much they already share the Canadian experience. In addition, using existing materials is cheaper and more practical.

What attitudes do Canadians have towards newcomers?

Just as some newcomers have false information about, attitudes towards and expectations of Canada, so there are many people who have difficulty relating to newcomers. Canadians vary in their attitudes about newcomers. Some are thoughtful and responsible. Unhappily, others have biased expectations based on inaccurate stereotypes. When some Canadians think about newcomers they make use of a "deficiency model" that perceives immigrants as uneducated peasants dependent upon charitable organizations and the Canadian system of social welfare. Others allow their judgement to be distorted by the "unfair competition model" that sees newcomers as people who take Canadians' jobs, or as rapacious capitalists bent on taking over the Canadian economy. The interaction between these inaccurate and prejudicial expectations can pose serious problems for both parties.

Nonetheless, there are also profound resources of good will, informed ability and optimism among newcomers, helpers and average citizens.

The hierarchy of needs organization of Section Two

Section Two is organized on the basis of a hierarchy of needs that mirrors the issues likely to be uppermost in newcomers' minds from the moment of their arrival.

Part 1, Survival Needs answers the most basic questions at the most practical levels, such as: "Where am I?" "How cold/hot is it?" "Where can I get food? ... clothing? ... a place to live ...?" Every one of these questions implies more than is captured in these brief chapters. There is more that could — and should — be said about Canada's geography, climate and weather; however, *at this early stage of their adaptation and settlement in Canada* it is important that newcomers understand a few things well, than hear a great deal of information that they cannot absorb. This is perhaps most clear with respect to food, clothing and shelter. At the survival level, food = nourishment, clothing = protection, and shelter = a place to sleep.

Because food, clothing and shelter are universally important, they pervade our entire lives. Food, clothing and shelter have meanings beyond their function of preserving life. Food is perhaps the most important expression of culture: in social terms, we are how we eat. Every religion has at its centre a ritual involving eating, and many have traditions and taboos to do with food. Having to eat unfamiliar food can trigger culture shock that sickens both mind and body.

Similarly, clothing is more than mere protection, it signals who we are, what group we belong to, and what we think of ourselves. Most newcomers have to adapt their clothing to Canada, and in so doing, to some extent they change the way they perceive themselves and are perceived.

Like clothing, the place where we live is charged with meanings beyond its basic function of protecting us from the elements. A building can offer shelter, but where we live is home. Looking inward, "home" is psychological protection; looking outward, it proclaims something to the world outside. Newcomers are often made uncomfortable by these implications, all of which are beyond the survival level, but nevertheless are a major cause of uneasiness and culture shock.

Sensitive helpers are aware that what Canadians eat, wear, how and where they live are usually different from newcomers' expectations. They advise and encourage people who are adapting and adjusting to life in a new country. Even though they recognize that no two people can be treated identically, experienced helpers do not attempt to introduce a level of detail inappropriate to the newcomers' immediate needs unless it is absolutely necessary, or specifically requested by the newcomer.

Part 1: Survival Needs
Chapter 1: Emergencies

What is the key issue with respect to emergencies?

The key issue is knowing when, who and how to call for help in a life-threatening situation.

A question of balance ...

Helpers need to communicate the need to react swiftly to emergencies, without making people fearful.

What do *ALL* newcomers need to know about emergencies?

Newcomers need to know how to dial 9-1-1 or "0" for fire, police or an ambulance. That is, they should know:

1) how to give the street address clearly,
2) not to hang up (because their location can be traced through the telephone),
3) how to say clearly "FIRE," "POLICE" or "AMBULANCE."

Newcomers also need to know that these services are *without charge* (that is, they are paid for by taxes).

How can newcomers inform themselves about emergencies?

All newcomers should learn how to consult the emergency pages of the telephone book, including the distress centre numbers. In particular, parents of small children should know about the Poison Control and Child Abuse numbers; and women should be aware of Sexual Assault (Rape) help lines.

Many large hospitals have interpretation services, and many newcomers believe that there will always be a member of their family to help them. Nonetheless, all newcomers should be encouraged to master survival medical language (words for common emergencies such a "heart attack," "choking," "unconscious," "convulsing," etc.) as soon as possible.

What do helpers need to know about emergencies?

Helpers need to know what emergency responses are available in their areas, and how to contact them. Helpers should concentrate on having newcomers know that they should call for help, and what is the right number to call. The choice of the appropriate agency is not crucial, because it is more important that a person call for professional help than waste time deciding which is the most appropriate number to dial.

Emergency response people are trained to ask appropriate questions. Helpers should not complicate their work by confusing newcomers with too much information.

Topics and approaches to avoid

Avoid getting into lengthy descriptions of possible problems, difficulties, dangers and unusual situations. Do not confuse life-threatening emergencies with other important matters. Do not anticipate the work of paramedics, doctors, fire-fighters or police officers.

> **Don't say ...**
>
> "Make sure you understand the emergency before you call."
>
> **Do say ...**
>
> "If you are in doubt, call 9-1-1 or "0". Better a false alarm than a fatality."

Information Sources

The introductory "Emergency" pages of the local telephone book.

Part 1: Survival Needs
Chapter 2: Geography - Transportation

What is the key issue with respect to geography?

Understanding Canada's transportation networks is essential for newcomers.

What is the most frequent problem with respect to geography?

Newcomers most often have difficulty with the size of Canada, both in national terms, and also with respect to unfamiliar local geography involved in getting around town.

A question of balance...

Helpers need to distinguish between providing key information that allows newcomers to function, and informing newcomers about Canada in the sense of providing them with context and intellectual satisfaction.

What do newcomers need to know about geography?

Generally, newcomers need information about transportation in terms of how long it will take, how much it will cost, and what the degree of difficulty will be. For this reason, a question such as "How far away is the CEC main office?" is best answered, "By bus, about fifteen minutes," and then by responding to questions about costs. Similarly, "How far away is Ottawa?" is best answered "By plane, x hours; by car y hours," rather than in terms of miles or kilometers.

What are newcomers' transportation options?

Newcomers often need help choosing the most appropriate transportation. Generally speaking, they need to know the feasibility, cost, speed of going by foot, by car or taxi, and by public transit within cities, and of car, train, bus and plane when travelling longer distances.

Newcomers need help with the process of getting information about airlines, trains and buses in print, by telephone, through travel agents, at ticket offices, as well as what to expect in terms of cost, comfort, convenience, food, facilities, etc. They need information at several different levels:

Factual: information that any Canadian might need; ie: the time of a flight or train.

Linguistic and conceptual: Canadian words and concepts; ie: "transfer," "one-way streets/tickets," "peak period," "POP — Proof Of Purchase," etc.

Cultural: expectations about levels of service; ie: the social acceptability of economy travel.

Contextual: the size of Canada, the kind of country being crossed, the degree of physical difficulty involved.

Mode	**Convenience**	**Cost**	**Time**	**Rejection Factor(s)**
Inner City:				
private car	high	high	fast	expense to buy and maintain
taxi	high	high	fast	expense (unless emergency)
public transit	medium	low	medium	time of day or night
bicycle	medium	low	medium	distance, winter
foot	low	low	slow	distance, winter
Inter-city:				
plane	high	high	fast	expense
train	medium	medium	medium	expense, time, scheduling
bus	medium	low	medium	time, comfort

What are newcomers' transportation difficulties?

Because language and conventions present the most difficulties, newcomers need both new words and new concepts. Using transportation in Canada involves learning about situations ranging from the limitations on carry-on luggage to the transfer system in public transit.

What do helpers need to know about geography and transportation?

Well-prepared helpers will either have, or have access to schedules, maps, guides of other cities, printed schedules of airlines, trains, buses and telephone information services for airlines, trains and buses. They need to know their own neighbourhood and city well enough to communicate directions from the point of view of newcomers, ie: people who, unlike themselves, are unfamiliar with landmarks, who do not understand local conventions of directions, who do not have a car, etc.

Since Canadians are more likely to use the telephone than any other nationality, helpers may need to remind newcomers that they can get information by telephone, fax, or other indirect means such as by mail, etc., rather than by travelling.

Topics and approaches to avoid

Scale is a source of problems to newcomers, particularly if distances are expressed in terms of kilometers. Degree of difficulty expressed in terms of time is much more usual and helpful.

> **Don't say ...**
>
> "Such-and-such a place is x kilometers away."
>
> **Do say ...**
>
> "Getting to such-and-such a place will take you x hours or minutes, by car/plane/foot/bus,etc."

Information Sources

A: National context

Helpers should be aware of Canadian geography, the scale of the country, its natural resources, adjacent countries, etc., all of which are discussed in *Canada, A Source Book*, Part 1 Chapter 1.

Canadian Geography. A collection of research and study guides. EDN-28-B. Secretary of State.

Geography. Ontario Ministry of Citizenship. 1987. ESL materials.

B: Provincial and local context

Newcomers Guide to Services in Ontario. Ontario Ministry of Citizenship.

Newcomer's Guide to Saskatchewan. Government of Saskatchewan.

Settling in Alberta: Information for Immigrants. Alberta Career Development and Employment.

Manitoba Newcomers' Pocketbook. Manitoba Department of Family Services.

Finding Your Way: A Guide to Newfoundland for New Canadians. Association for New Canadians.

Talking about Transportation. Toronto Board of Education.

Newcomers' Guide to Services. Metropolitan Immigrant Settlement Association, Halifax.

Newcomers and the Law in Manitoba: Automobile Law. Manitoba Law Foundation, Law Society of Manitoba, Manitoba Department of Culture, Heritage and Recreation et al.

A Newcomer's Guide to Driving in Alberta. Alberta Manpower.

Part 1: Survival Needs
Chapter 3: Weather and Climate

What is the key issue with respect to weather and climate?

Canada's extremes of weather and climate most affect newcomers as they face winter. They need advice on how to dress themselves and their children, and how to manage their homes. They also need to know that many Canadians look forward to, and enjoy winter.

A question of balance ...

Newcomers need to understand on the one hand, that Canadian cold can be physically damaging, even fatal; and on the other, that Canadians have evolved effective clothes, transportation systems and shelter for dealing with cold.

What do newcomers need to know about weather and climate?

Newcomers from countries with warmer climates are most likely to find difficulty adapting to the winter. They have to cope not only with cold, but also damp, cold rain, wet snow, slush and all the other inconveniences of winter.

How can newcomers inform themselves about weather and climate?

It takes a full year for most newcomers to understand Canadian weather and climate by experience — more, if the person moves around within Canada. Most newcomers have difficulty coping with winter: not only in discovering the answer to questions such as "How cold?" "How wet?" "How snowy?" but also and especially, "How long?" The Canadian media can be a helpful source of information, especially TV weather programs, newspaper sections on the weather, as well as accounts of unusual weather.

What do helpers need to know about weather and climate?

People are more influenced by the weather than they usually notice or admit, and when newcomers encounter a decidedly new climate, they are often at an emotional disadvantage. Helpers should recognize that questions about the weather are often emotionally loaded.

How much should helpers do for newcomers with respect to weather and climate?

Helpers can tell newcomers how to interpret a weather forecast, and how to dress according to the expected weather. Usually newcomers have to experience Canadian cold before they can understand it, but it is important that their first experiences should not be dangerous, particularly for those newcomers who arrive in mid-winter.

When newcomers first come to Canada, they need advice and help so that they do not make costly and potentially dangerous mistakes by dressing themselves and their children inadequately, or by failing to operate the heating systems of their homes properly. (Allowing pipes to freeze, leaving windows and doors open, etc.)

Topics or approaches to avoid

Since feeling hot or cold is subjective and personal, lectures on Canadian weather and climate are unlikely to be effective until newcomers have some basis in experience with which to understand abstract concepts such as -10°C, -20°C, -30°C; "wind chill factor," "cold fronts," "blizzards," etc.

> **Don't say ...**
>
> "It gets a whole lot colder [wetter, hotter, snowier, etc.] than this!"
>
> **Do say ...**
>
> "You are dealing with Canadian winter well! Is there anything that would make you more comfortable?"

Information sources

A: National context

Helpers should be aware of the extremes of Canadian weather and climate, the measurement of temperature, climactic differences across Canada, the seasons, and the effects of weather and climate on work and leisure, all of which are discussed in *Canada, A Source Book*, Part 1 Chapter 2.

Medical Hazards and Problems Associated with Work in the Cold. Health and Welfare Canada.

The Canadian Weather Calendar. Supply and Services Canada.

Knowing Weather: Facts and Myths. Environment Canada.

Mapping Weather: Study Text and Maps. Environment Canada.

Clouds: Poster. Environment Canada.

B: Provincial and local context

Part 1: Survival Needs
Chapter 4: Food

What is the key issue with respect to food?

The choice of food is highly personal and very much conditioned by culture. As a result, newcomers often have both physical and emotional difficulty adjusting to types of food, food preparation equipment and techniques with which they are not familiar.

A matter of balance ...

On the one hand, newcomers are free to eat whatever they wish; on the other, they should be aware of nutrition and health standards in the Canadian context.

What do newcomers need to know about food?

Newcomers need to know how to buy, store, cook and serve food in Canada. They need to be aware of what is conventional and practical with respect to food in the context of the Canadian climate.

See also Section Two Part 2, Chapter 2, Shopping.

How can newcomers inform themselves about Canadian food?

Most newcomers adapt very quickly to buying, cooking, storing and eating food in Canada. Major stages in achieving self-sufficiency include: learning how to make use of supermarkets, how to store foods instead of buying each day, and how to budget accordingly.

Some young, single newcomers — like many young Canadians — have eating habits that are unhealthy because they rely too much on fast food, sugary foods and other "junk" food. They may need counsel on how to eat a balanced diet, and they may resent intrusion, especially when they encounter what to them are novel, Canadian foods.

Once newcomers have mastered English or French, they usually have little difficulty making use of information addressed to all Canadians, for example *Canada's Food Guide*, recipe books, home economics books, etc. This can be an incentive to learn English or French for women and men alike.

What kinds of help do newcomers need with respect to food?

Newcomers need practical advice in how to shop in supermarkets, on what are reasonable prices for staple foods, and about possible substitutes for foods with which they are familiar. They also need to know that they may be able to buy food to which they are accustomed at grocery stores offering specialty foods from specific countries or areas.

Newcomers need tactful instructions about and demonstrations of items found in Canadian kitchens. Depending on where they come from, newcomers may experience difficulties with stoves, electric kettles, toasters, garbage disposal facilities, microwave ovens, dishwashers, etc. Because all these items can be dangerous if misused, newcomers need to learn how to operate them safely.

How much should helpers do for newcomers with respect to food?

When newcomers first come to Canada, they need help and advice so that they do not over- or under-spend on food. Initially, they can best be helped by having someone go with them to a supermarket and answer their specific questions, which may well include helping them deal with unfamiliar packaging and labelling. The helper should be particularly careful not to let personal food preferences (national, ethnic, socio-economic, age, etc.) intrude into helping the newcomer find what he or she would like to buy and eat.

Topics or approaches to avoid

Newcomers do not need long lectures on Canada's food rules or helpful offers about specific recipes, especially if delivered in the context of negative reactions towards their national or personal dietary preferences. They may need help with finding substitutes for foods they prefer. Particularly, they do not need to be told to change their eating habits and manners at home and in private — although they may be curious about Canadian customs with respect to eating in public.

> **Don't say ...**
>
> "Canadians eat/don't eat [this or that particular food]."
>
> **Do say ...**
>
> "You can usually get food that will be similar to what you are used to, but it may be more difficult and expensive to do so."

Information Sources

A: National context

Helpers should be aware of the variety in Canada's foods and food conventions, how, when, and what Canadians regard as usual in food, safe food and water, laws and conventions with respect to alcohol, social customs with respect to food, the storing and preparation of food, disposal of garbage, laws with respect to raising animals for food, all of which are discussed in *Canada, A Source Book*, Part 1 Chapter 3, Food.

Canada's Food Guide, Handbook. Supply and Services Canada.

Food Safety - It's all in Your Hands. Health and Welfare Canada.

Nutrient Value of Some Common Foods. Health and Welfare Canada.

Perish the Thought - Questions and Answers about Food Safety. Health and Welfare Canada.

Nutrition in Pregnancy: National Guidelines. Health and Welfare Canada.

Kitchen Metrics. Consumer and Corporate Affairs Canada.

B. Provincial and local context

Nutrition Tips for Growing Children. Ontario Ministry of Health.

Section Two
Helping Newcomers Live in Canada

Part 1: Survival Needs
Chapter 5: Clothing

What is the key issue with respect to clothing?

The most important practical factor in newcomers' choice of clothing is the cycle of the seasons and particularly the need to be adequately dressed for the winter. Then come religious, moral, social and other perception issues with respect to clothing, towards which Canadians are in general tolerant.

A matter of balance...

Newcomers should understand that the Canadian Charter of Rights and Freedoms protects their rights to wear religious symbols or clothing styles as and where they wish. However, since not all Canadians are as tolerant as might be wished, they should be warned about possible intolerance and bigotry directed against visible minorities.

What do newcomers need to know about clothing?

How to choose, buy and wear clothing appropriate to the weather and climate. This implies knowing about the cycle of the four seasons, particularly winter and the dangers of frostbite and hypothermia. These concepts are difficult to communicate to people who have never experienced Canadian weather, therefore helpers should not expect people to understand merely by being told. This means that follow-up is a necessity if people are to respond to the weather appropriately.

Newcomers need practical advice in how to shop (and care for) clothing, particularly with respect to children's clothes, boots, overcoats and warm undergarments. Some may also need objective information about dressing appropriately for the workplace. They often need to learn different standards of modesty and decorum so that they neither judge others inappropriately, nor are judged unfairly.

How can newcomers inform themselves about clothing?

Even before newcomers have mastered English or French, they can make use of illustrated information about clothing addressed to all Canadians. Catalogues, advertisements on television, in magazines and newspapers combined with personal observation and experience are soon sufficient to guide newcomers to make appropriate choices in outer wear. Budgeting for clothes often presents problems, as does knowing when to buy seasonal clothing before the season actually arrives.

What do helpers need to know about clothing?

Helpers should know about clothing for the opposite sex and for children, or be able to refer any difficulties quickly to someone who can speak from experience.

How much should helpers do to fulfil newcomers' clothing needs?

When newcomers first come to Canada, they need help and advice so that they do not over- or under-spend on clothing. Initially, they can best be helped by having someone go with them to a clothing store and responding to specific questions. The helper's personal preferences (national, ethnic, socio-economic, age, etc.) should not intrude into helping the newcomer find what he or she would like to wear.

Topics and approaches to avoid

Newcomers do not need long lectures on fashion, nor do they need to be told what to wear in the context of their homes and private lives.

Newcomers' first winter in Canada is usually a totally new experience with cold. Some respond by wearing heavy winter clothing in cool autumn weather, some expect that the clothing to which they are used will be adequate. Because the clothes that all people wear are to some degree an expression of who they are, it is necessary to be tactful in suggesting changes to clothing. Sometimes, it is sufficient to suggest the addition of a warm coat; sometimes it is possible to suggest wearing warmer underwear; sometimes "layering" clothing can produce adequate results without over-stressing sensitivities.

Don't say ...

"Canadians wear/don't wear [this or that particular item of clothing]."

Do say ...

"There is a difference between clothing of choice, of practical necessity and of custom and law. It is your *choice* to wear clothes that are decreed by your religious, moral or social customs. It is a *practical necessity* to wear adequate clothes in the winter. It is a matter of *custom and law* not to be naked in public."

Information Sources

A: National context

Helpers should be aware of the influence of weather and climate on choice of clothing in Canada, modesty conventions, clothing at work and for leisure, at school, the protection of religious rights in clothing, all of which are discussed in *Canada, A Source Book*, Part 1 Chapter 4, Clothing.

Catalogues and flyers from department stores and advertising in newspapers and magazines.

B. Provincial and local context

Part 1: Survival Needs
Chapter 6: Shelter

What is the key issue with respect to shelter?

The most important practical factors in newcomers' choice of shelter are climate, economics, suitability and efficiency.

A matter of balance...

How newcomers live in their private residences is their own business. For example, if they prefer not to use Western-style chairs and tables, that is their business. However, it is sometimes necessary to define where the Canadian line is between public and private behaviour. For example, infringing public health standards in the disposal of garbage, and such practices as raising animals for food in one's residence are both against the law.

What do newcomers need to know about shelter?

Newcomers need to know what is an appropriate price — gross, and as a portion of their incomes — for shelter costs, including water, electricity, heating (oil, gas, electricity), telephone, cable TV., etc., given their income and expectations. They also need to know that Canadians move relatively frequently, that is, that where they first live in Canada is not necessarily where they will live in the future.

How can newcomers inform themselves about Canadian homes?

Initial decisions about shelter often arise before newcomers have learned enough English or French to deal effectively in the shelter market. They are likely to have impressions about homes formed by their own culture and modified by exposure to North American films and television. Visits to Canadian homes, the process of apartment-hunting, and the advice of helpers are all important to this process. Later, when they are looking for a more permanent home, they will probably be more proficient with the language, and hence be able to use the same information resources as any Canadian.

What do helpers need to know about shelter?

Helpers should know the local market for apartments, the typical cost of utilities, sources of inexpensive furniture, the usual local forms of rental agreement (ie: first and last month's rent, damage deposit, giving notice, etc.).

How much should helpers do for newcomers seeking a home?

Newcomers need help interpreting classified advertisements, in knowing the state of the local market and how it varies from neighbourhood to neighbourhood, and what is the usual rental agreement (see above). They need encouragement and realistic descriptions about how much they can afford for shelter.

Newcomers may also need practical advice on how to live in Canadian homes. For example: how to operate thermostatically-controlled heating systems and hot water heaters; how to dispose of garbage; how to operate household appliances — stoves, vacuum cleaners, electric irons, etc.; how to do simple maintenance — replace a tap washer or a light bulb, etc.; how to operate a home economically — using weatherstripping, closing windows and doors in the winter, etc.

When newcomers first come to Canada, they need help and advice so that they do not make costly and potentially dangerous mistakes by misusing standard equipment in the home. Initially, they can best be helped by following the pattern: the helper demonstrates while the client watches, then the client performs the actions while the helper watches.

Topics and approaches to avoid

Most newcomers do not need information on how to build or buy a house when they are in their first few weeks in Canada.

Don't say ...

"You must live (in this or that area)," or "You must have (this or that item of furniture)."

Do say ...

"Most young Canadians start off living in a relatively inexpensive apartment and then 'move up' as they prosper. Similarly, they begin by buying some furniture inexpensively or second-hand, adding and replacing as and when they can afford it."

Information Sources

A: National context

Helpers should be aware of the way Canadian housing is designed to cope with the climate, how dwellings are kept warm in the winter, utilities, conventions about pride in one's dwelling, rooms and their uses, etc., all of which are discussed in *Canada, A Source Book*, Part 1 Chapter 5, Shelter.

Something You Should Know about Electricity and Gas Inspection. Consumer and Corporate Affairs Canada.

A Place Called Home. The Royal Bank Reporter. Fall 1990.

B. Provincial and local context

A Guide to the Landlord and Tenant Act. Ontario Ministry of Housing.

Tenant's Handbook. City of Winnipeg.

A Newcomer's Guide to Housing in Alberta. Alberta Manpower.

Manitoba, A Place to Live. Video and Handbook. Manitoba Employment Services and Economic Security, and CEIC.

Part 1: Survival Needs
Chapter 7: Avoiding Embarrassment

What is the key issue with respect to embarrassment?

What is socially acceptable in one country is sometimes considered rude, obscene, or disgusting in another.

A matter of balance...

On the one hand, newcomers sometimes inadvertently offend Canadian customs, on the other, some Canadian customs can offend some newcomers.

What do newcomers need to know to avoid embarrassment?

The chief sources of embarrassment when going from one country to another are: problems with language, modesty and personal hygiene. Other sources of misunderstanding include: when and how to identify oneself, concepts of time and promptness, customs with respect to diapering or breast-feeding children, smoking in public, eating customs.

How can newcomers avoid embarrassment?

The most important step in coping with inter-cultural embarrassment is to recognize the areas in which differences are most likely to occur. Then it is possible to view the situation objectively, rather than allowing emotional reactions to intrude with value judgements that are not appropriate. Some newcomers swiftly recognize this difference; some are still offended by or unaware of offense given months or years after arrival in Canada.

What should helpers know to prevent newcomers' embarrassment?

It is the rare newcomer who escapes occasional mild embarrassment in his or her first few weeks in Canada. Successful interventions to prevent a recurrence must focus on the social context, not on the newcomer's personality. Any advice must be tactful, but it also must be clear. Sometimes it is helpful to ask questions that have to do with modesty, personal hygiene and using toilets indirectly: i.e. "Not everyone is aware that ......"

What should helpers do to prevent newcomers' embarrassment?

If a helper is wondering whether to intervene, he or she should assess the possibility of the newcomer giving or receiving serious offense. Any momentary embarrassment on the part of the helper should not be at issue.

Topics and approaches to avoid

Newcomers come from a variety of countries and backgrounds. Some need no advice on these matters, and even may infer that they are being criticized, or worse, discriminated against. Tact is necessary to discover what people already know.

> **Don't say ...**
>
> "That's disgusting/revolting/impolite, etc."
>
> **Do say ...**
>
> "I know you did not intend to be impolite, but nonetheless most/some Canadians consider .... offensive."

Information Sources

A: National context

Helpers should be aware of sources of embarrassment for newcomers, including the use of toilets, standards of modesty, private and public behaviour, queueing, smoking, concepts of time and promptness, etc., all of which are discussed in *Canada, A Source Book*, Part 1 Chapter 6, Avoiding Embarrassment.

When to Provide Your Social Insurance Number. Employment and Immigration Canada.

How to Apply for a Social Insurance Number (SIN). Employment and Immigration Canada.

B. Provincial and local context

Welcome to Canadian English. Student's Handbook and Teacher's Guide. Ontario Ministry of Citizenship.

The Ontario Times. Newspaper for adult newcomers. Ontario Ministry of Citizenship.

Part 2: Safety Needs
Chapter 1: Economic Security - Employment

What are the key issues with respect to employment?

The key issues with respect to employment are of two kinds: how newcomers perceive jobs in Canada, and how newcomers are perceived by Canadian employers.

A matter of balance...

On the one hand, newcomers need to hear acknowledgement of the fact that they face special difficulties which on occasion may include prejudice and even bigotry. On the other, helpers do no favour to their clients by allowing difficulties to become excuses for inaction.

What do newcomers need to know about getting a job?

Newcomers need to understand how Canadians hire and are hired. In particular, they need to know to what extent their skills, educational and professional qualifications will be accepted by Canadian employers. They need to recognize that it is preferable to take a job for the present, even if it is below their expectations, than to remain unemployed. This is not to suggest that newcomers should expect substandard employment, only to point out that they should expect to "move up" in their employment, as do most North Americans. They also need to learn how to present themselves, their educational qualifications and experience to prospective employers. Clearly, all these factors are heavily dependant upon learning English or French.

How can newcomers inform themselves about finding a job?

The first step towards informing themselves is to learn English or French so that they can take advantage of job-search resources such as Canada Employment Centres, provincial, municipal or community job-finding agencies, newspapers, "job boards," directories (of manufacturing, services, professions, skilled labour, agencies, etc.), the yellow pages of the telephone book, and the human resources available through formal counselling and informal networking.

What do helpers need to know about getting a job?

Obviously, the more a helper knows about agencies, programs and services the better he or she will be able to guide newcomers to appropriate resources. Networks of prospective employers can be very helpful. Knowledge of job-interviewing techniques is also useful. However, instilling confidence and determination is even more important than formal resources. Effective helpers understand how it feels to be looking for a job, and convert this empathy into appropriate encouragement. They may also need to counsel patience.

How much should helpers do with respect to finding a job?

According to their knowledge, experience and abilities, helpers should encourage, counsel, guide, offer suggestions, strategies, networking opportunities and possible leads. However, in providing any or all of this assistance, helpers should never let their clients lose sight of the fact that each person is responsible for finding his or her own job.

Topics and approaches to avoid about finding a job?

Obviously, no relevant information should be withheld from someone who asks a question. However, newcomers do not need depressing information about unemployment rates or other negative factors that are likely to make them give up. This is a matter that calls for judgement on the part of the helper, because one person's challenge is another person's despair.

> **Don't say ...**
>
> "This or that agency can find you a job."
>
> **Do say ...**
>
> "There are agencies that can *help* you find a job, but it's your responsibility to look for work, get yourself hired and then stay employed."

Information Sources

A: National context

Helpers should know how to get a job, understand the economy, recognize differences among qualifications and educational background, know about the presence of women in the labour force, understand how to behave in job interviews, and be aware of federal programs and services to help people become employed, all of which are discussed in *Canada, A Source Book*, Part 2 Chapter 1.

Work and Unions in Canada. A brief history of work in Canada. EDN-42-B. Secretary of State.

Innovation in Canada. Technological innovation in Canada. Secretary of State.

How to Find a Job in Today's Market. Employment and Immigration Canada.

A Guide to the Canadian Labour Code. Labour Canada.

The Right to Refuse Dangerous Work. Labour Canada.

Labour Standards and You. Labour Canada.

Hot 100 A Quick Guide to Federal Programs and Services for Youth. Ministry of State for Youth.

Barriers to Recognition of the Credentials of Immigrants in Canada. Kathryn McDade, Studies in Social Policy, April 1988.

The Canada Employment Centres (CEC) of Employment and Immigration Canada are a primary resource for newcomers, because many employers list their job vacancies with the CEC.

B: Local context

A Newcomer's Guide to Working in Alberta. Alberta Manpower.

Career Selector. Ontario Women's Directorate.

Multicultural Access Program. City of Toronto.

Part 2: Safety Needs
Chapter 2: Shopping

What are the key issues with respect to shopping?

There are three aspects to shopping that newcomers must learn: a new language, a new price structure, and a new set of conventions about what can be bought where, and when.

A matter of balance...

On the one hand, newcomers can be delighted at the range of products and services available in Canadian stores; on the other, they can be disheartened when shopping in Canada by the array of costs, choices and new conventions, as well as by the lack of familiar articles.

What do newcomers need to know about shopping?

Newcomers need to know how to recognize different kinds of stores. These include malls (including a reminder to pay when leaving individual stores), department stores, the array of specialty stores; food stores including convenience, supermarket, and food specialty stores. They also need to learn how to use a self-service store (how to choose and pay for purchases); and how much to buy in terms of quantity, quality and cost.

How can newcomers inform themselves about shopping?

Although some advance information can be gleaned from books, pamphlets and orientation lectures, every newcomer's first shopping trip in Canada is seldom without surprises and difficulties. If at all possible, newcomers should have company on their first venture, because even if both people are equally unfamiliar with Canadian language, customs and economics, two people are better able to support each other as they learn by observation. For those with appropriate language skills, printed information on shopping ranges from advertising flyers, through newspaper advertisements to *Canada's Food Guide*.

What do helpers need to know about shopping?

Helpers need to exercise judgement in helping newcomers learn to shop for food. Perhaps the best strategy is to ask newcomers what, where, how often and for how much food they would buy in their own country. Once these contexts are established, a helper can judge an appropriate level of information that may range from helping identify a food store from the outside, through conventions with respect to self-service and payment, through to appropriate quantities, availability of or substitutes for particular foodstuffs, and storage. Unfamiliar food can easily be physically and psychologically destabilising.

How much should helpers do with respect to shopping?

Initially, all that a helper should aim for is that newcomers are comfortable with shopping for the food they would like to eat, and can accomplish the task within their budgets. At a later date, as newcomers' language skills develop, questions of nutrition, substitutes for unfamiliar foods, better and worse buys, budgeting, etc., can be addressed. Shopping for clothes, furniture, kitchen utensils, bed linen, etc., can be made simpler by introducing newcomers to comparison shopping among different catalogues and by using advertising supplements and flyers.

Topics and approaches to avoid

Newcomers do not need intrusive personal judgements of taste from a helper.

Don't say ...

"You can buy anything you want in Canada."

Do say ...

"Like every other Canadian, you have to make choices about price and value."

Information Sources

A: National context

Helpers should be aware of the conventions and skills involved in shopping, interactions with salespeople, bargaining, finding the best prices, supermarkets and malls, open air markets, etc., all of which are discussed in *Canada, A Source Book,* Part 2 Chapter 2.

Metric Shopping is Here. Consumer and Corporate Affairs Canada.

B: Local context

Sonia. Photo-stories for recently arrived newcomers. Ontario Ministry of Citizenship.
Newcomers and the Law in Manitoba: Shoplifting. Manitoba Law Foundation, Law Society of Manitoba, Manitoba Department of Culture, Heritage and Recreation et al.

Part 2: Safety Needs
Chapter 3: Law and Safety of the Person

What are the key issues with respect to law and safety of the person?

Many newcomers have to learn that there are Canadian laws that may prohibit what they are used to doing, and Canadian rights that may provide them with new freedoms.

A matter of balance...

On the one hand, newcomers need to know their rights; on the other, they need to realize the responsibilities that accompany those rights.

What do newcomers need to know about law and safety of the person?

Newcomers need to know their rights, particularly those under sections 2, 7, 8, 9, 10, 11, 12 and 15 of the Canadian Charter of Rights and Freedoms.

2. Everyone has the following fundamental freedoms:
(a) freedom of conscience and religion;
(b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication,
(c) freedom of peaceful assembly, and
(d) freedom of association.
7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.
8. Everyone has the right to be secure against unreasonable search or seizure.
9. Everyone has the right not to be arbitrarily detained or imprisoned.
10. Everyone has the right on arrest or detention
(a) to be informed promptly of the reasons therefor;
(b) to retain and instruct counsel without delay and to be informed of that right; and
(c) to have the validity of the detention determined by way of *habeas corpus* and to be released if the detention is not lawful.
11. Any person charged with an offence has the right
(a) to be informed without unreasonable delay of the specific offence;

(b) to be tried within a reasonable time;
(c) not to be compelled to be a witness in proceedings against that person in respect of the offence;
(d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent an impartial tribunal;
(e) not to be denied reasonable bail without just cause....

12. Everyone has the right not to be subjected to any cruel or unusual treatment or punishment.

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

Newcomers should as soon as possible have copies of the Canadian Charter of Rights and Freedoms, and the opportunity to discuss its implications with a knowledgeable person. They also need to know about laws that will be unexpected to them in the light of experience in their country of origin. Canadian criminal law with respect to wife and child abuse is an important example. They must know that the excuse, "I am a newcomer," is not legally defensible.

How can newcomers inform themselves about law and safety of the person?

The first way in which most newcomers find out about law and safety of the person is through the media — newspapers, radio, and TV. As soon as they have the necessary linguistic skills, newcomers should obtain and study relevant accounts of federal and provincial laws that may affect them.

What do helpers need to know about law and safety of the person?

In addition to knowing the law as it affects them and may affect newcomers, helpers should also be able to explain in simple words the concept of respect for the law that is the basis of Canadian society. This explanation would include stating how most

Canadians obey the law out of a sense of community, and interact with police officers on a basis of mutual respect.

How much should helpers do with respect to law and safety of the person?

There are few areas of helping in which example is so important. It is not so much what helpers do as it is their behaviour and attitude towards law and safety of the person that is at issue.

Topics and approaches to avoid

Newcomers do not need misinformation suggesting that rights will somehow provide them with free goods and services.

> **Don't say ...**
>
> "You are free now that you are in Canada."
>
> **Do say ...**
>
> "You have both rights and responsibilities in Canada."

Information Sources

A: National context

Helpers should be aware of concepts involving human rights and the law, particularly the Charter of Rights and Freedoms, the religions of Canada, the relationship between the individual and the state, dealing with the police, interacting with other citizens, the law and sexual relations, wife assault, child abuse, social security, taxes, etc. all of which are discussed in *Canada, A Source Book,* Part 2 Chapter 3.

Canada's System of Justice. Department of Justice.

The Charter of Rights and Freedoms. Secretary of State.

The Charter of Rights and Freedoms: A Guide for Canadians. Secretary of State.

It's your Right - Teacher's Guide for Adult Basic Education. Secretary of State.

It's your Right - Student's Manual. Secretary of State.

International Convention on the Elimination of All Forms of Racial Discrimination - United Nations. Convention signed by Canada, 1966. Secretary of State.

International Convention on the Elimination of All Forms of Racial Discrimination - Seventh Report. HUR-48-E. - *Eighth Report.* HUR-50-E. - *Ninth Report.* HUR-51-E. Secretary of State.

Canada's Immigration Law. Employment and Immigration Canada.

Guided to Your Rights: What is Discrimination? Canadian Human Rights Commission.

B: Local context

Learning about the Law: British Columbia's Legal System. Law Court Education Society of BC & Public Legal Education Society of BC.

Newcomers and the Law in Manitoba. Manitoba Law Foundation, Law Society of Manitoba, Manitoba Department of Culture, Heritage and Recreation et al.

Part 2: Safety Needs
Chapter 4: Health

What is the key issue with respect to health?

The key issue is that all emergency and most other health services are available to any resident. These services (health insurance or "medicare") are paid for by taxes, and people need only register with the province where they live to obtain a card that makes them eligible.

A matter of balance...

On the one hand, some newcomers expect medicare to pay for services beyond its legal limits; on the other, some are afraid that to use medical services might cause them to be deported. Helpers must be ready to correct these two misunderstandings.

What do newcomers need to know about health?

Newcomers have an immediate practical need to register themselves for health services (and to re-register if they move from province to province). At a more general level, they need to understand the high priority most Canadians place on health, the availability of standard western medical services through medicare, the importance of preventative health care (particularly inoculations, vaccinations and health checks), and the advisability of getting professional medical help in the event of illness or accident.

How can newcomers inform themselves about health?

Each province provides printed literature about entitlements to health care on registration within the program. In some provinces, these hand-outs are available in several languages. Many large hospitals and inner-city medical clinics have translation services and printed materials in different languages.

What do helpers need to know about health?

Helpers should be aware of the basic health needs, including: the location of hospitals and clinics in emergencies, the telephone numbers of emergency services such as poison control, the process of acquiring medical insurance cards, the limits of insured services under medicare, the process of finding a family physician, and the right to change physicians.

How much should helpers do with respect to health?

Discussing standards of health and cleanliness must avoid insulting newcomers by implying that they are diseased or dirty. Helpers need to be aware of different standards with respect to public health, and to find tactful ways of helping newcomers understand what Canadians believe to be acceptable standards of health and cleanliness. Usually, this can be accomplished by explaining public health services such as regular school medical checkups for children. Helpers should also be familiar with the legal requirements of health such as vaccinations and inoculations for children before they can be registered in schools.

Topics and approaches to avoid

Newcomers do not need lectures on the superiority of the Western approach to medicine, or judgemental statements about their standards of personal cleanliness.

Don't say ...

"Medicare is free."

Do say ...

"Medicare is paid for by your taxes."

Information Sources

A: National context

Helpers should be aware of the importance of individual, family and public health, medical services (and which are paid by taxes), emergencies, finding a doctor, male and female doctors, other sources of medical advice, pharmacies, health precautions, health as a subject in school, clinics, AIDS and sexually transmitted diseases, mental illness, etc. all of which are discussed in *Canada, A Source Book,* Part 2 Chapter 4.

Health and Social Services. Secretary of State.
Health and Fitness. Health and Welfare Canada.

B: Local context

Cross-Cultural Caring: A Handbook for Health Professionals in Western Canada. Waxler-Morrison, Anderson and Richardson. University of British Columbia Press, 1990.
Immunization. Ontario Ministry of Health.
Getting Your Shots: Vaccination. Ontario Ministry of Health.

Part 2: Safety Needs
Chapter 5: Canadian Government

What are the key issues with respect to Canadian Government?

So that they can deal with the appropriate offices and departments, newcomers need to understand that Canada is a federal state with three levels of government: federal, provincial and municipal, each with responsibilities to provide services and powers to tax.

A matter of balance...

On the one hand, newcomers need to understand in practical terms the division of powers between municipal, provincial and federal levels; on the other, they do not immediately need to be burdened with discussions of detailed constitutional issues.

What do newcomers need to know about Canadian Government?

Gradually, newcomers need to understand that the Canadian federation has been formed over more than a century of interaction among the different peoples of Canada. Created by people who were in the main of both British and French descent, in a land already inhabited by First Peoples (Indians and Inuit), the Canadian political system is still evolving toward a system that allows all Canadians to respect each other's diversity of origin while cooperating together in a free society.

How can newcomers inform themselves about Canadian Government?

Initially, newcomers can grasp the essentials from handbooks in their own language prepared by provincial and federal governments. As their language skills improve, they will want to deepen their understanding by reading books and viewing materials prepared in English or French. They should know that they may participate in politics just like any Canadian citizen, but may not vote in elections until they have obtained Canadian citizenship.

What do helpers need to know about Canadian Government?

Helpers should be prepared to answer basic questions about government at all three levels in objective, non-partisan, historical terms.

How much should helpers do with respect to Canadian Government?

Initially, helpers should be concerned with directing newcomers to the most appropriate level of government for such needs as citizenship and immigration (the federal government), health insurance, rent laws, etc. (the province), primary education, parking, snow removal, etc., (the municipal government).

Topics and approaches to avoid

Newcomers do not need partisan interpretations of Canadian politics masquerading as information about how the system of government works.

> **Don't say ...**
>
> "You only have to be concerned with this department/level of government."
>
> **Do say ...**
>
> "There are other departments/levels of government you might need to check."

Information Sources

A: National context

Helpers should be aware of the three levels of Canadian government, the provinces, the history of Canada, the constitution, division of powers, etc., all of which are discussed in *Canada, A Source Book,* Part 2 Chapter 5.

Government in Canada. Includes photo-stories. Ontario Ministry of Citizenship.

B: Local context

Teacher's Guide to Government in Canada. Ontario Ministry of Citizenship.

Part 3: Love and Social Needs
Chapter 1: Public Behaviour - Meeting People, Visiting

What is the key issue with respect to public behaviour?

The key issue with respect to public behaviour is that there are generally accepted standards of conduct in Canada which include acceptance of individual, religious and ethnic differences.

A matter of balance...

On the one hand, each person has a right to his or her individuality, and to express it in private and in public; on the other, there are forms of expression and behaviour that are unacceptable or forbidden.

See also Section Two Part 1 Chapter 7: Avoiding Embarrassment and Part 2 Chapter 3: Law and Safety of the Person.

What do newcomers need to know about public behaviour?

Newcomers need to know the words for and appropriate behaviours accompanying:

- meeting and greeting (introductions, handshakes, self-identification, honorifics such as Mr., Ms., Dr., etc.);
- visiting (conventions about invitations, times, gifts, manners, politeness, compliments);
- relations with neighbours (conventions about neighbourliness).

How can newcomers inform themselves about public behaviour?

Initially, newcomers need direct information from helpers as well as their own observations. Later, they can make use of books and manuals on polite behaviour, including columns in the newspaper, etc.

What do helpers need to know about public behaviour?

Helpers need to be unusually aware of details of public behaviour that Canadians normally take for granted, so that they can inform newcomers of specific words, gestures and behaviours. For instance, most Canadians shake hands in virtually the same way throughout Canada, without pausing to think about it. Similarly, they automatically respect the same "social distance" (sometimes called "private space") between people.

How much should helpers do with respect to public behaviour?

Helpers are both models and sources of information. They should both inform on request, and also anticipate newcomers' needs when they encounter new situations.

Topics and approaches to avoid

Helpers should be particularly careful not to denigrate conventions of public behaviour that are not usual in Canada.

> **Don't say ...**
>
> "That behaviour isn't Canadian."
>
> **Do say ...**
>
> "That behaviour could be misunderstood by many Canadians."

Information Sources

Helpers should be aware of public behaviour norms in Canada, meeting and greeting conventions, social distance and private space, how to identify oneself, norms of visiting, giving gifts, manners, compliments, etc., all of which are discussed in *Canada, A Source Book,* Part 3 Chapter 1.

A: National context

Welcome to Canadian English. Ontario Ministry of Citizenship.
ESL materials. Subtitled "A Basic Handbook for Students Living in Ontario," but useable throughout Canada.

B: Local context

Part 3: Love and Social Needs
Chapter 2: Canadian Families

What is the key issue with respect to Canadian families?

The changing nature of Canadian families is the key issue.

A matter of balance...

On the one hand, families all over the world respond to the same human needs; on the other, Canadian family values, structure and behaviour are changing.

What do newcomers need to know about Canadian families?

Newcomers need to be aware that Canadians include in the concept of family not only the concept of a man and woman married with children, but also the concepts of: the "single-parent" family, the "childless-by-choice" couple, the "nuclear" family of two parents and children living as a unit apart from all relatives, the "extended" family of many blood relations of different generations living together, the "blended" family of divorced-and-remarried people with children from previous and current marriages. Newcomers also need to know that the Canadian government defines a family for the purposes of immigration policy, as *immediate* family; that is: parents, spouse, siblings, children without preference or distinction with respect to sex. Adopted children must be legally and formally adopted. Cousinship, which in many societies is considered a close relationship, is *not* so regarded in Canadian immigration law.

How can newcomers inform themselves about Canadian families?

Newcomers, like all other Canadians, must inform themselves about Canadian family policy from a variety of government departments and levels, since many laws from taxation to housing policy have some effect on the family.

What do helpers need to know about Canadian families?

Helpers need to recognize the diversity of Canadian families so that they do not overgeneralize from their own experience. They should also be aware of the frequent problem of the generation gap between newcomers and their children.

How much should helpers do with respect to newcomers' understanding of Canadian families?

In the main, helpers need to anticipate and correct misinterpretations of Canadian families, for example, informing newcomers about the social acceptability of divorce or of unmarried couples living together. Particularly, they need to inform newcomers that in Canada the state *does not* intervene in the sexual preferences of consenting adults, but that it *does* intervene in the case of family violence towards spouses, children or senior citizens. This can seem unusual, insulting and even immoral to some newcomers.

Topics and approaches to avoid

Family life the world over involves a degree of privacy that varies from society to society. Tact is necessary to preserve newcomers' rights to that privacy.

Don't say ...

"The average (or typical) Canadian family is...." [Because there no longer is one dominant type of family.]

Do say ...

"Canadian families include..."

Information Sources

A: National context

Helpers should be aware of the diversity in Canadian families, how they have changed and are changing, what constitutes family behaviour in Canada, the "Generation Gap," marriage and divorce, single parents, living arrangements of married and unmarried couples, birth control and family planning, courting, dating and marriage, women working, men and women working together, homosexual relationships, etc., all of which are discussed in *Canada, A Source Book*, Part 3 Chapter 2.

New Trends in the Family: Demographic Facts and Features. Statistics Canada.

Family Income. Statistics Canada.

A Choice of Futures: Canada's Commitment to its Children. [Seven family-oriented national agencies.]

Facts and Fancy about Birth Control, Sex Education and Family Planning. Health and Welfare Canada.

B: Local context

The Newcomers. Photo-story. Ontario Ministry of Citizenship.

A Newcomer's Guide to Families in Alberta. Alberta Career Development and Employment.

Part 3: Love and Social Needs
Chapter 3: Women's, Children's and Senior Citizens' Rights

What is the key issue with respect to women's, children's and senior citizens' rights?

All people are considered equal under the Canadian Charter of Rights and Freedoms and Canadian laws. There are some additional provisions and protections that apply to women, children and senior citizens.

A matter of balance...

On the one hand the Canadian Charter of Rights and Freedoms states that rights apply equally to everyone, but on the other hand, in practice, equality has not yet been achieved.

What do newcomers need to know about women's, children's and senior citizens' rights?

Newcomers need to know that abuse of women, children or senior citizens is a crime. Since it is also against the law to conceal or ignore abuse, anyone who sees abuse is obliged to report it. Newcomers who are victims of abuse, like any other Canadian, can ask for and receive protection.

How can newcomers inform themselves about women's, children's and senior citizens' rights?

Printed material is available in a variety of languages. Government and private immigrant serving agencies provide information in orientation sessions and one-on-one. Groups and organizations specifically dedicated to ending abuse (both in the general population and specifically with respect to newcomers) provide counselling, shelter and support to abused women and children. At the national level, Status of Women Canada is a government organization dedicated to monitoring and improving the status of women, and there are comparable provincial organizations.

What do helpers need to know about women's, children's and senior citizens' rights?

Helpers not only need to know women's, children's and senor citizens' rights under the Charter, but they also need to recognize that some newcomers of both sexes and all ages will have difficulty accepting the Canadian law and custom. Helpers have the delicate task of pointing out these rights without creating divisions within newcomers' families.

How much should helpers do with respect to women's, children's and senior citizens' rights?

Helpers have the same obligation as anyone else under the law: if they have reason to believe that someone is being abused, they are obliged to report it so that the circumstances can be investigated.

Topics and approaches to avoid

Helpers should be honest about the fact that many abuse prosecutions are not concluded satisfactorily, but they should emphasize the need to take action rather than the possibility of failure.

> **Don't say ...**
>
> "Women's (children's, senior citizens') rights are a special case."
>
> **Do say ...**
>
> "Basic human rights apply to everyone."

Information Sources

A: National context

Helpers should be aware of women's, seniors' and children's rights, the status of women in Canada, legal and moral obligations to children, the enforcement of children's rights, privileges of senior citizens, old age security benefits, where seniors live, planning for retirement, etc., all of which are discussed in *Canada, A Source Book,* Part 3 Chapter 3.

Convention on the Elimination of All Forms of Racial Discrimination Against Women (May 1983 . Canada's first report on this Convention. Secretary of State.
Migrant Women in Canada, Profiles and Policies. Monica Boyd. Employment and Immigration Canada.
Sexual Harassment. Labour Canada. Fact Sheet #11.
Child Care Leave. Labour Canada. Fact Sheet #5.
Immigrant Women in Canada: Entry Status and Disadvantage. and *Rainbow Feminism: Anti-Racist Politics and the Canadian Women's Movement.*
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Women and the Labour Force. Statistics Canada
Dimensions of Equality. Status of Women Canada.
Canada's Youth. Statistics Canada.
Canada's Seniors. Statistics Canada.
The Senior Chef. Ontario Ministry of Health.
Abuse and Neglect of the Elderly. Health and Welfare Canada.
Child Sexual Abuse Guidelines for Community Workers. Health and Welfare Canada.
Transition Houses for Battered Women. Health and Welfare Canada.
Wife Assault. Health and Welfare Canada.
Is Your Child Safe? Consumer and Corporate Affairs Canada.
How to Choose and Use Baby Strollers. Consumer and Corporate Affairs Canada.

Playpen Safety: Don't Gamble with your Child's Life. Consumer and Corporate Affairs Canada.

Danger Zone in the Kitchen. Health and Welfare Canada.

Cribs and Cradles. Consumer and Corporate Affairs Canada.

The Secret of the Silver Horse. [Book explains to children the difference between good touching and sexually abusive touching.] Department of Justice Canada.

What to do if a Child Tells you of Sexual Abuse. Department of Justice Canada.

B: Local Context

Helping the Victims of Sexual Assault. Ontario Provincial Secretariat for Justice.

"I want the violence to stop!" Alberta Family and Social Services.

Wife Assault. The Ontario Women's Directorate.

Immigrant Women and the Law. The Public Legal Education Society of BC.

A Study of Immigrant Women in Vancouver. Vancouver Society of Immigrant Women.

Information for the Victims of Sexual Assault. Provincial Secretariat for Justice (Ontario).

Child Welfare in Progress: Handbook and Program Manual. Alberta Family and Social Services.

Services for the Victims of Child Abuse. Ministry of the Attorney General, BC.

Interministry Child Abuse Handbook. Ministry of Social Services and Housing, BC.

Newcomers and the Law in Manitoba: Child Care. Manitoba Law Foundation, Law Society of Manitoba, Manitoba Department of Culture,Heritage and Recreation et al.

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Part 3: Love and Social Needs
Chapter 4: Education

What are the key issues with respect to education?

The key issue for *adults and children alike* is that virtually every Canadian job has educational requirements. A key issue for *parents* is that primary education is compulsory and paid by taxes to age 16. A key issue for many *adult newcomers* is the equivalency of their educational qualifications in Canadian terms. An important issue for some newcomers is to realize that education beyond high school for any Canadian involves paying fees.

A matter of balance...

On the one hand, a level of education is a necessity for most Canadian jobs; on the other, many Canadians and newcomers alike further their education while working full or part time.

What do newcomers need to know about education?

Newcomers need to establish their educational credentials, and if necessary, to qualify or re-qualify by attending a Canadian school, vocational or trades training school, community college or university. They need to know that like most Canadians they will have to pay tuition unless they win a scholarship or qualify for a bursary; and that low-interest student loans are available.

How can newcomers inform themselves about education?

Initially, newcomers need to be given an overview of the educational institutions that are relevant to their needs. As their language skills improve, they will be able to use the same brochures, calendars and guides as any other Canadian. They will also learn that education is a provincial and local responsibility.

What do helpers need to know about education?

Helpers should be aware of the variety of educational institutions in their areas, what each offers, as well as understand the entry rules and standards currently in force. They should particularly be aware of adult entry rules, which usually are more flexible. Some newcomers may believe that because they are older, or because they are women they should not seek further education. Helpers should also make very clear that education in Canada is not restricted by sex or age, and that for a growing number of Canadians, formal education is a lifelong activity.

How much should helpers do with respect to education?

Helpers should encourage newcomers to take the essential educational and social step of learning English or French, whether or not they are working at a job.

Topics and approaches to avoid

Canada's balance between what is expected of the family and what is expected of going to school is not the same as in many other countries. When newcomers find the Canadian division of responsibilities strange or disturbing, it is better to deal with the matter factually, rather than in terms of ideologies or morality.

Don't say ...

"Education is free."

Do say ...

"Education to the end of high school is paid for by taxes. Thereafter, there are tuition fees."

Information Sources

A: National context

Helpers should be aware of educational opportunities, obligations and needs in Canada, how to register children for school, the role of parents in educating children, the school year, post-secondary educational opportunities, who goes to university in Canada, lifelong learning, the relationship between university degrees and getting jobs, etc., all of which are discussed in *Canada, A Source Book*, Part 3 Chapter 4.

Profile of Higher Education in Canada. Secretary of State.
One in Every Five. A survey of adult education in Canada. Secretary of State.

B: Local context

A Newcomer's Guide to Learning in Alberta. Alberta Manpower.
Provincial Departments of Education
Local School Boards
Reference departments of Public Libraries

Part 3: Love and Social Needs
Chapter 5: Canada, A Country of Many Peoples

See also , Section Two, Part 4, Chapter 3, Ethnicity and Multiculturalism.

What is the key issue with respect to Canada as a country of many peoples?

Canada is a multicultural country made up of peoples from many origins, both aboriginal and immigrant.

A matter of balance...

On the one hand, Canada needs immigrants. On the other, Canadians' enthusiasm to accept immigrants is not as great as it was in the years immediately following the Second World War, when Canada was enjoying an economic boom. This ambiguous situation affects attitudes on the part of both newcomers and Canadians.

What do newcomers need to know about Canada as a country of many peoples?

Canada has survived as a country in large part because people have chosen to abandon ancestral suspicions and hatreds. Some newcomers whose countries of origin are in turmoil can find themselves under pressure to use Canada as a base of operations or a new battleground. By far the majority of newcomers and Canadians alike expect people to refrain from bringing such hostilities to Canada.

How can newcomers inform themselves about Canada as a country of many peoples?

Initially, many newcomers will be surrounded by people from a variety of ethnic and national origins, and will experience Canada's diversity first hand. Later, as their language skills improve, they will want to learn more about the successive waves of immigration that have characterized Canadian history.

What do helpers need to know about Canada as a country of many peoples?

With the exception of the First Peoples (the Indians and Inuit) who make up 3% of the population, all other Canadians are either newcomers, or the descendents of newcomers. Two European nations, England and France, are the non-native founders of what is now called Canada. Today, one out of every four people in Canada comes from an ethnic background *other than* English or French.

How much should helpers do with respect to informing newcomers about Canada as a country of many peoples?

In the important first few weeks and months in Canada, it is the helpers who represent mainstream Canada. They are important role models for newcomers with respect to Canada's ethnic and cultural diversity, and should therefore be unfailingly neutral and tolerant towards ethnic, cultural and national differences.

Topics and approaches to avoid

Canada's willingness to accept differences is reflectedin the image of the mosaic as opposed to the melting pot. The phrase, "We're all the same..." is the exact opposite of what this image should mean to Canadians.

Don't say ...

"English, French and ethnic..."

Do say ...

"Canadians of all cultures and origins..."

Information Sources

A: National context

Helpers should be aware of the ethnic variety among Canadians, Canadian ideals with respect to violence, firearms, the rule of law, the role of the armed forces, etc., all of which are discussed in *Canada, A Source Book*, Part 3 Chapter 5.

Canadian History. Research and study guide. Secretary of State.

The following books are published by the Secretary of State/Multiculturalism.

A Guide to Working with Cambodian Refugees.

A Guide to Working with Laotian Refugees.

A Guide to Working with Vietnamese Refugees.

A Future to Inherit: Portuguese Communities in Canada.

A Member of a Distinguished Family: The Polish Group in Canada.

The Scottish Tradition in Canada.

The Canadian Odyssey: The Greek Experience in Canada.

An Olive Branch on the Family Tree: The Arabs in Canada.

From Fjord to Frontier: A History of the Norwegians in Canada.

For a Better Life: A History of the Croatians in Canada.

Struggle and Hope: The Hungarian-Canadian Experience.

A Heritage in Transition: Essays on the History of Ukrainians in Canada.

From China to Canada: A History of Chinese Communities in Canada.

Continuous Journey: A Social History of South Asians in Canada.

The Political Refugees: A History of the Estonians in Canada.

A Bittersweet Land: The Dutch Experience in Canada, 1890-1980.

"Coming Canadians": An Introduction to a History of Canada's Peoples.

Cultural Interaction of Canadians and Ethiopian newcomers in Canada. Employment and Immigration Canada.

First Generation. Asia Pacific Initiative. Vancouver, 1990.

B: Local context

The Settlement of Salvadoran Refugees in Ottawa and Toronto. Employment and Immigration Canada.

Section Two

Helping Newcomers Live in Canada

Part 3: Love and Social Needs
Chapter 6: Holidays, Recreation and Entertainment

What is the key issue with respect to holidays, recreation and entertainment?

Canadians participate in a wide range of sports, cultural activities and other forms of recreation. Because many of them are derived from the countries and cultures from which Canadians come, newcomers can expect to find familiar activities to fill their leisure time.

A matter of balance...

On the one hand, helpers should encourage newcomers to participate in Canadian customs with respect to holidays, cultural events, etc.; on the other, helpers need also to recognize the equally healthy need for personal time.

What do newcomers need to know about holidays, recreation and entertainment?

Newcomers need to know Canadian customs with respect to holidays and vacations: when they are, who has time off, etc. They need to know their rights to at least two weeks vacation and at least nine general or "statutory" holidays during the year. They also need to know the duration of school and university holidays so that they can either plan child care, family holidays, or in the case of their own education, plan for part-time work.

How can newcomers inform themselves about holidays, recreation and entertainment?

An important source of information are the terms and conditions of each newcomers' first job. Helpers should have given newcomers enough information that they are not surprised by either how much or how little time off is customary in Canada.

Newcomers can find out about recreation and entertainment possibilities through the media, particularly local or ethnic newspapers, radio stations and TV; as well as from municipal and school board publications.

What do helpers need to know about holidays, recreation and entertainment?

Helpers should ask newcomers about customs with respect to holidays in their countries, in order to understand better the context in which each newcomer is likely to evaluate Canadian time off work. For example, in some countries there are religious holidays that are enforced by both custom and law.

How much should helpers do with respect to holidays, recreation and entertainment?

Helpers should communicate the idea that newcomers can practice the traditional sports, recreations and arts of their heritage if they wish, and that they also can contribute to and enjoy the heritage of other Canadians.

Topics and approaches to avoid

Pastimes such as cockfighting, bullfighting, trophy-hunting endangered species, etc., that are permissible in some countries, are illegal and offensive to most Canadians. It is sufficient to provide the information that Canadian legislation prohibits such activities in Canada, without going into moral debates that can be offensive and unproductive.

> **Don't say ...**
> "Christmas and Easter are for Christians."
>
> **Do say ...**
> "Christmas and Easter are like the other national holidays in that they are shared by all Canadians and observed as public holidays."

Information Sources

A: National context

Helpers should be aware of the nine general holidays, school vacations, vacations from work, recreational opportunities, national, provincial and municipal parks, spectator sports, museums, art galleries, music and drama, dining across Canada, etc., all of which are discussed in *Canada, A Source Book,* Part 3 Chapter 6.

Making it Multicultural. International games folder.
Parks and Recreation. Secretary of State.
Winter Sports Glossary. Secretary of State.

B: Local context

Holidays, Wages and the Dental Plan. Toronto Board of Education. ESL Materials.

Part 4: Esteem Needs
Chapter 1: Authority

What is the key issue with respect to authority?

The key issue is that in Canada authority is conferred by position and ability, not by birth, sex or social status.

A matter of balance...

On the one hand, helpers should communicate Canadians' sense that authority is responsible, and is not to be feared. On the other, they should also suggest that Canadians respect authority, even though they can be critical of its actions.

What do newcomers need to know about authority?

Newcomers need to learn Canadian norms of respect for authority. Specifically, some may have initial difficulties relating appropriately towards women in positions of authority. It shocks some newcomers to discover that Canada has female judges, clergy, doctors, politicians, police officers, mechanics, bureaucrats, etc. Some are also surprised to encounter people from visible minorities in these positions, and in rare cases, can be suspicious of such people because of deep-seated national or ethnic hostility. This issue is complex: some newcomers also feel that Canadians are disrespectful because they are not as deferential to authority as are people in the country from which they have come.

How can newcomers inform themselves about authority?

In the main, newcomers learn Canadian attitudes to authority by observation and example. They can also learn how Canadians respond to authority on the job, in the office, or at schools, by attending ESL/FSL courses, from books and from informal sources such as watching television. Helpers have a role to play in coaching them towards appropriate language and behaviour for events such as job interviews.

What do helpers need to know about authority?

Helpers need to be conscious of how Canadians treat authority, and sensitive to the fact that other societies have different customs. Helping newcomers adapt should focus on politeness, accuracy, appropriate (i.e. expected) behaviour, not moral codes or philosophic and socio-political views of truth. This is not a limitation on free speech, only an indication that personal opinions, though valid in and of themselves, may be considered inappropriate when expressed out of context under circumstances in which misunderstanding is very possible.

How much should helpers do with respect to authority?

Helpers have the right to expect due respect from newcomers. Helpers provide role models for newcomers in the way that they relate to each other.

Topics and approaches to avoid

The helping role does not involve indoctrinating newcomers into new standards of conduct but rather helps newcomers appreciate and adapt to new customs. The foundation of this process is objective, useful information.

Don't say ...

"All Canadians call people by their first names."

Do say ...

"In Canada, calling someone by his or her first name after you have been introduced is not disrespectful."

Information Sources

A: National context

Helpers should be aware of how Canadians behave towards authority on the job, towards women in positions of authority, exaggeration and understatement in dealing with authority, etc., all of which are discussed in *Canada, A Source Book,* Part 4 Chapter 1.

Reaching Out: Police/Minority Initiatives in Canada. Secretary of State.

B: Local context

Section Two
Helping Newcomers Live in Canada

Part 4: Esteem Needs
Chapter 2: Economics: Banking, Saving, Spending

What is the key issue with respect to economics?

The key issue is that what you earn is not what you can spend. Newcomers have to learn how to manage their finances in an unfamiliar economic context.

A matter of balance...

On the one hand, there are many newcomers who quickly learn to budget, save and advance in their new circumstances. On the other, some newcomers overspend because they are given a false sense of affluence by the gross total of their pay cheques and the availability of credit.

What do newcomers need to know about economics?

Newcomers need to understand Canadian currency, banking, credit, the dangers of debt and the desirability of budgeting their money. They also need to recognize their *obligations* to pay taxes and other deductions from their pay cheques (CPP, UI, etc.); their need for money for *necessities* such as food, clothing, shelter and associated matters such as heating, property taxes, utilities, telephone, etc.; and some newcomers need to distinguish obligations and necessities from *luxuries*.

How can newcomers inform themselves about economics?

To some newcomers, Canadian economic facts seem easy, in that our laws involve prepayment of most taxes and other deductions. Others, who may be used to more state services and controls than Canada offers, need courses and/or texts to help them become self-supporting. Still others misinterpret social welfare as a possible way of life, and must be directly motivated by effective counselling to understand and participate in the Canadian economy.

What do helpers need to know about economics?

In addition to their helping skills, helpers need to recognize and communicate basic economic facts. These include the need to become economically self-sufficient, and the idea that social services are a safety net for those in need, rather than a substitute for self-sufficiency. Helpers should be aware that although there are value systems other than those of economics, there is a dollar cost to helping activities that eventually must be paid by taxes.

How much should helpers do with respect to economics?

Helpers have an important role to play in helping newcomers in difficulty learn to manage their economic and financial affairs. For some newcomers, this will be a matter of learning a new economic system, for which helpers can prepare them by providing books, pamphlets, counselling and referrals. Helpers should not use their own money or goods to help their clients directly, or co-sign loans, leases, etc.

Topics and approaches to avoid

Helpers should always begin by assessing their clients' information needs. Newcomers do not need economic information that is not directly relevant to their situation. For example, people in their late teens and early twenties do not need lectures on retirement planning, people arriving with very little money do not need investment suggestions, and people who are already economically skilled do not need introductions to the concept of banking.

> **Don't say ...**
>
> "You make XX dollars each month."
>
> **Do say ...**
>
> "After you've paid for shelter, food and taxes, you have XX each month."

Information Sources

A: National context

Helpers should be aware of personal economics including budgeting, banking, saving and spending, average earnings of people entering the work force, obligations (tax, UI, CPP, etc., payroll deductions), necessities (food, shelter, clothing costs), luxuries, debt, use of credit, saving, sources of financial advice, banks, credit unions, cooperatives, loan companies, etc., all of which are discussed in *Canada, A Source Book*, Part 4 Chapter 2.

Canadian Economics. Research and study guide. Secretary of State.

Helping you Bank: Your Guide to Bank Accounts, Cheques and Banking Machines. The Canadian Bankers' Association.

Five Tips on Choosing a Credit Card. Consumer and Corporate Affairs Canada.

B: Local context

Part 4: Esteem Needs
Chapter 3: Ethnicity and Multiculturalism

See also Section Two, Part 3, Chapter 5, Canada, A Country of Many Peoples.

What is the key issue with respect to ethnicity and multiculturalism?

The key issue is that Canada is a country made up of a great many different peoples who live together peacefully.

A matter of balance...

The Canadian approach to multiculturalism means that on the one hand, all peaceful cultural traditions are welcome; but on the other, that religious, ethnic and national hatred is not.

What do newcomers need to know about ethnicity and multiculturalism?

Newcomers need to know that the right to preserve one's own cultural heritage implies having respect for the background and customs of others.

How can newcomers inform themselves about ethnicity and multiculturalism?

The first source is likely to be associations, clubs or organizations of people with whom newcomers share ethnicity, language or origins. The media (newspapers, magazines, radio and TV) that use languages other than English and French are important sources of this information.

What do helpers need to know about ethnicity and multiculturalism?

Helpers need to know about the multicultural programs and services offered by all three levels of government, including outreach and affirmative action hiring and heritage language programs, multicultural celebrations, and government assistance to ethnic and multicultural groups. They should also be aware that one in four Canadians is neither British nor French in origin. The word "ethnic" can be applied when describing anyone's background: it is not, and should never be used as a code-word for people other than British or French.

How much should helpers do with respect to ethnicity and multiculturalism?

Helpers must maintain the balance between encouraging newcomers to learn English or French as part of adapting to life in Canada, and newcomers' right to maintain their ethnic and cultural traditions.

Topics and approaches to avoid

Newcomers should not be given the impression that power in Canada is achieved solely by banding together in ethnocentric groups.

> **Don't say ...**
> "You have the absolute right to maintain all your cultural traditions in Canada."
> **Do say ...**
> "People from many cultures strive to coexist peacefully in Canada."

Information Sources

A: National context

Helpers should be aware of ethnicity and multiculturalism in Canada, including the history of immigration to Canada, the different ethnic origins of Canadians, the countries from which immigrants have come and now come, the relationships among Canadians of different ethnic origins, racial friction in Canada, recognition and encouragement of minority groups by government at all three levels, etc., all of which are discussed in *Canada, A Source Book*, Part 4 Chapter 3.

The following material is published by the Secretary of State/Multiculturalism.

Multiculturalism - Policies and Programs.

Multiculturalism Film and Video Catalogue.

Access to Education in a Multicultural Society.

Together We're Better — Let's Eliminate Racial Discrimination in Canada. Poster.

Multiculturalism ... Being Canadian. Multiculturalism policies, principles and directions.

Let's Eliminate Racial Discrimination in Canada - Resource Guide.

Heritage Languages in Canada: Research Perspectives.

Working Together Towards Equality, An Overview of Race Relations Initiatives.

Multiculturalism in Canada. Research and study guides. Secretary of State.

B: Local context

Intercultural Communication Training. Ontario Ministry of Citizenship.

Ontario Policy on Race Relations. Ontario Ministry of Citizenship.

Part 4: Esteem Needs
Chapter 4: Religion and Belief

What is the key issue with respect to religion and belief?

The key issue with respect to religion and belief is that the Canadian Charter of Rights and Freedoms expressly protects the freedom of religious expression. A Canadian is free to hold any religious belief he or she wishes, or none.

A matter of balance...

The right to hold any religious belief implies the obligation to exercise tolerance towards others' beliefs.

What do newcomers need to know about religion and belief?

Newcomers need to know that there is no established or state-supported church in Canada, and that it is illegal to discriminate in hiring anyone for any job on the basis of religion.

How can newcomers inform themselves about religion and belief?

Newcomers should as soon as possible read, own a copy of, and study the Canadian Charter of Rights and Freedoms.

What do helpers need to know about religion and belief?

It is useful for helpers to understand Canadian history with respect to religion, for example: the sectarian debates over schools, the settlements by religious minorities such as Doukhobors, Mennonites, etc.

How much should helpers do with respect to religion and belief?

Helpers should unfailingly show tolerance for all faiths and practices, and avoid even the appearance of limiting their assistance to newcomers of a particular faith. This is particularly the case when a newcomer's faith is what sustains him or her through the difficulties of adjusting to life in Canada.

Topics and approaches to avoid

Helpers should be careful not to inadvertently create the impression that any faith is somehow more or less acceptable than others in Canada.

> **Don't say ...**
>
> "Canada is a Christian country."
>
> **Do say ...**
>
> "Canada protects freedom of religion and belief."

Information Sources

A: National context

Helpers should be aware of religions in Canada, Charter of Rights and Freedoms decisions on marks of religious faith, religious education, religious holidays, rites of passage in Canadian law and custom including birth, naming, coming of age and death, inheritance, wills, etc., all of which are discussed in *Canada, A Source Book*, Part 4 Chapter 4.

B: Local context

Part 5: Self-Actualization Needs
Chapter 1: Citizenship: Becoming a Canadian Citizen

What is the key issue with respect to citizenship?

The key issue in becoming a Canadian citizen is wanting to become a full participant in Canadian society.

A matter of balance...

On the one hand, for many newcomers, citizenship is a goal and an ambition; on the other, for some it is not. Helpers should neither suggest that seeking citizenship is mandatory, nor fail to communicate its benefits.

What do newcomers need to know about citizenship?

In many cases, Canadian citizenship allows people to retain their previous citizenship, as well as their ties of affection with their former homeland. Every newcomer should become aware of his or her former country's laws with respect to becoming a citizen of Canada. Some countries do not recognize dual citizenship, and will insist that a person remain in that country should he or she return there on a visit. In some instances this may mean staying long enough to complete compulsory military service.

How can newcomers inform themselves about citizenship?

Books, pamphlets, classes and a variety of other media from both provincial and federal sources help newcomers understand Canadian citizenship.

What do helpers need to know about citizenship?

Helpers need to know the rights conferred by becoming a Canadian citizen, the qualifications necessary to becoming a citizen, those factors that might prohibit someone from becoming a citizen, and the process of oath-taking (or affirming) by which a newcomer becomes a citizen. Helpers also need to remember that the Charter of Rights and Freedoms apply to all people who are in Canada.

Helpers should inform themselves about the symbolic and ceremonial functions of the Queen and her Representatives so that they can answer questions about the Canadian Oath of Citizenship.

How much should helpers do with respect to citizenship?

Initially, newcomers are three years from being able to apply for citizenship, which usually means it is not high on their agendas.

Topics and approaches to avoid

Generally speaking, stories about abuses of the citizenship process do little good to anybody. They are likely to be hearsay, and even if true, do not either help the individual newcomer or inspire confidence in a system that is successful in all but very exceptional cases.

Don't say ...

"You must become a Canadian citizen."

Do say ...

"As a Canadian citizen you can participate in all aspects of Canadian life, in many cases without losing your original citizenship."

Information Sources

A: National context

Helpers should be aware of what citizenship is, what it involves in terms of knowledge and preparation, the citizenship oath and ceremony, the Queen's Representatives and their functions in Canada, national service, etc., all of which are discussed in *Canada, A Source Book,* Part 5 Chapter 1.

The following material is published by Secretary of State Canada.

Options: Language in Business; How to make Bilingualism Work for You.

Proud to be Canadian.

Official Languages in Canada . Secretary of State. Colouring book.

Where to Learn French or English in ...the Atlantic Provinces, ...Quebec, ...Ontario, ...the Western Provinces.

Dealing with Canadian Citizenship Enquiries:

How to Prove You Are a Canadian Citizen:

Dual Citizenship:

How to Become a Canadian Citizen:

Courts of Canadian Citizenship.

Your Certificate ... Proof of Canadian Citizenship.

A Look at Canada. Folder and maps.

Canadian Charter of Rights and Freedoms. Poster

Canadian Charter of Rights and Freedoms. Certificate

The Canadian Citizen.

B: Local context

Applying for Citizenship. Ontario Ministry of Citizenship. ESL materials.

Ontario's Story. Ontario Ministry of Citizenship

Becoming a Citizen. Ontario Ministry of Citizenship. ESL materials.

Government in Canada. Set of ESL oriented booklets. Ontario Ministry of Citizenship.

Teacher's Guide to Government in Canada. Ontario Ministry of Citizenship.

Towards Participation: A Sample Citizenship Lesson Plan. Ontario Ministry of Citizenship.

ESL and Citizenship (Volume 19.1) Perspectives on Citizenship. Ontario Ministry of Citizenship.

Citizenship Preparation Questionnaire. [English and Vietnamese] Mennonite Centre for Newcomers, Edmonton, Alberta.

Part 5: Self-Actualization Needs
Chapter 2: Personal Goals

What is the key issue with respect to personal goals?

The key issue with respect to personal goals is the right to decide, to take responsibility for one's self and family, and to contribute to the larger community which is Canada.

A matter of balance...

On the one hand, most Canadians respect and encourage individual initiative; on the other, they also recognize a corresponding social responsibility to the good of the nation.

What do newcomers need to know about personal goals?

Newcomers need to know that Canada is tolerant of a wide variety in personal goals, but that one person's goals should not make it impossible for someone else to achieve theirs. For most Canadians, the freedom to pursue personal goals is a cornerstone of democracy.

How can newcomers inform themselves about personal goals?

The choice of personal goals is by definition personal. However, it is the product of one's upbringing, social context and life choices. Generally speaking, most people who are mature enough to seek a personal goal are also capable of informing themselves through the educational, cultural, sports, recreational, and other resources at the municipal, provincial and federal levels. However, newcomers do need to be told that opportunities exist, or they may decide prematurely that there are no opportunities for them in Canada.

What do helpers need to know about personal goals?

In this, as in many higher needs, the helper who is him or herself confident about personal goals is in the best position to help others without attempting to make choices for them. However, the skilled helper may occasionally work with newcomers who need help in articulating their goals in order to refocus their lives in Canada.

How much should helpers do with respect to personal goals?

Helpers should be able to recommend appropriate resources. These might include referral to professional career counselling, in some cases psychiatric advice, in most cases books or other media that have proved useful.

Topics and approaches to avoid

Generally speaking, personal goals are best discussed between equals. If not, the subject is an invitation to an inappropriate and dependent relationship. Helpers should be particularly careful not to invade the professions of psychiatry or career counselling.

Don't say ...

"Freedom in Canada is doing whatever you like."

Do say ...

"Freedom in Canada is taking responsibility for what you choose to do."

Information Sources

A: National context

Helpers should be aware of career options, employment equity, changing careers and jobs, under- and unemployment, employment legislation, etc., all of which are discussed in *Canada, A Source Book*, Part 5 Chapter 2.

B: Local context

Part 5: Self-Actualization Needs
Chapter 3: Politics

What is the key issue with respect to politics?

The key issue is that Canadian politics is open to anyone.

A matter of balance...

On the one hand, politics is remarkably similar throughout the world's democracies; on the other, each country, region and constituency is as individual as the people who strive to represent it.

What do newcomers need to know about politics?

Newcomers need to know Canada's forms and levels of government and also the methods and rules governing elections. Equally important, they need to learn the styles and traditions of Canadian politics.

How can newcomers inform themselves about politics?

History is the primary source and experience the best teacher of political information. Political knowledge can be gleaned from courses, books, word of mouth or from the media: political skill and aptitude are more a matter of talent, will and determination.

What do helpers need to know about politics?

Helpers should have a solid grounding in Canadian history and government. This should include the ability to explain the functions and ideals of Canadian political institutions, and how people participate as elected members of school boards, local organizations as well as the three levels of government.

How much should helpers do with respect to politics?

Helpers should be careful to practice the essence of democratic behaviour, that is, to maintain the individual's right to hold whatever peaceful political opinions he or she wishes. This can be an excellent way of introducing some newcomers to the concept of the secret ballot.

Topics and approaches to avoid

Helpers should also be scrupulously careful to avoid even the appearance of exploiting newcomers' ignorance of Canadian politics. This is a matter of avoiding not only partisan party politics, but also ideologies, causes and special interests. It is essential that helpers should avoid even the appearance of recruiting newcomers into a political party. Specifically, they should avoid even the suggestion that any program or resource to help newcomers is in any way linked to support of an individual political party.

> **Don't say ...**
>
> "I'm a member of X political party."
>
> **Do say ...**
>
> "As far as my work is concerned, my politics are my own business."

Information Sources

A: National context

Helpers should be aware of politics in Canada, including the history of different peoples achieving power, the relevant sections of the Charter of Rights and Freedoms, getting involved in politics from school boards on up, how elections are run in Canada, etc., all of which are discussed in *Canada, A Source Book*, Part 5 Chapter 3.

How Canadians Govern Themselves. Secretary of State.
The Language of Parliament: A Glossary. Secretary of State.
Representation in Federal Parliament. Elections Canada.
Canada's Electoral System, How it Evolved and How it Works. Elections Canada.
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Election Expenses. Elections Canada.
Your Returning Officer. Elections Canada.

B: Local context

Part 5: Self-Actualization Needs
Chapter 4: The Arts, Sports, Communications

What is the key issue with respect to the arts, sports and communications?

The key issue is that the arts, sports and communications are vital reflections of Canada that are of concern to individuals and governments alike.

A matter of balance...

On the one hand, the arts, sports and communications are international in context; on the other, Canadians continue to feel the need to preserve these three modes of expression from domination from abroad.

What do newcomers need to know about arts, sports and communications?

Newcomers need to be aware of local and national organizations to which they or their children can join in order to practice their art or sport.

How can newcomers inform themselves about arts, sports and communications?

Newcomers need to know about programs and services offered by local boards of education, universities, colleges, provincial and federal agencies, associations, councils and the like.

What do helpers need to know about arts, sports and communications?

Helpers need to know how to make use of all three levels of government-funded programs, services and facilities involving the arts and sports at the local level, and also how to understand and make use of Canadian mass media.

How much should helpers do with respect to arts, sports and communications?

Helpers' main role is in putting newcomers in contact with like-minded individuals, either in ethnic and linguistic terms, or in terms of their chosen art or sport.

Topics and approaches to avoid

Since most newcomers will find that they can continue and expand their involvement in their chosen art or sport in Canada, it does little good to become involved in discussions of other countries' systems that may or may not offer programs and services. Helpers should encourage and support participation.

Don't say ...

"Canadian culture and sport are mediocre at best."

Do say ...

"Participating in the arts and sports in Canada is important to most Canadians."

Information Sources

A: National context

Helpers should be aware of the arts, sports and communications in Canada, the key agencies (CBC, CRTC, Canada Council, Sport Canada, etc.,) all of which are discussed in *Canada, A Source Book*, Part 5 Chapter 4.

Canadian Literature in English. Research and study guide. Secretary of State.
Canadian Literature in French. Research and study guide. Secretary of State.
Multicultural Performing Arts Groups in Canada: Statistical Highlights. Secretary of State/Multiculturalism.

B: Local context

Part 5: Self-Actualization Needs
Chapter 5: What Canadians Admire

What is the key issue with respect to what Canadians admire?

The key issue with respect to what Canadians admire lies in Canadians' ideals of fairness and tolerance.

A matter of balance...

On the one hand, Canadians are as varied as the many lands from which they come; on the other, they place a high value on fairness and living together peacefully.

What do newcomers need to know about what Canadians admire?

Newcomers often remark on the fact that Canadians lack a Napoleon, a Bolivar, a Washington or some such national leader. Indeed, many Canadians have envied other countries such heros. However, the people, causes and qualities admired by Canadians of all origins and walks of life are less epitomized by revolutionary or wartime leaders, and more by people such as Terry Fox in his courageous struggle against cancer or the late Prime Minister Lester B. "Mike" Pearson in winning the Nobel Peace Prize for proposing UN peacekeeping operations.

How can newcomers inform themselves about what Canadians admire?

People form impressions about who and what to admire from the media, and from the network of people with whom they come into contact. Generally speaking, Canadians tend to have regional rather than national heros.

What do helpers need to know about what Canadians admire?

Helpers need to recognize that people in different parts of Canada admire different people and qualities. At the same time, they need to be aware of values that are particularly strong across Canada: generally-held concerns about fairness, inter-racial tolerance, environmental protection, family loyalties, as well as financial, intellectual and scientific achievement.

How much should helpers do with respect to what Canadians admire?

Since people acquire and modify their values gradually and as a result of personal choices, helpers cannot modify newcomers' views directly. Even if this were possible, it would not be desirable, since the process of learning to live in Canada should not become ideological indoctrination.

Topics and approaches to avoid

Discussions or arguments that try to show some values to be better or worse than others are usually pointless, as are exchanges that denigrate other nationalities.

> **Don't say ...**
>
> "Canadians admire success, wealth, fame — like everyone else."
>
> **Do say ...**
>
> "As well as success, wealth and fame, Canadians particularly admire people who achieve humanitarian goals."

Information Sources

A: National context

Helpers should be aware of standards of success in Canada, political achievements that are admired, heroes and people worthy of respect, etc., all of which are discussed in *Canada, A Source Book*, Part 5 Chapter 5.

B: Local context

Local writers, artists, poets, playwrights, community leaders, activists, etc.

Afterword

This *Guide* provides a basis on which settlement workers can build their own networks of information by indicating some of the experience that has been accumulated over the past decades. The documentation in terms of further readings and other resources has been arbitrarily limited to government documents of the past five years in Canada, in order to simplify what would otherwise be a virtually endless list. Among the more significant deliberate omissions is more than two centuries of imaginative literature by Canada's poets and novelists that investigates the immigrant in many roles including exile, pioneer, radical, reformer, politician and priest.

The compilers of this *Guide* are fully aware of how much more could be written and said about helping newcomers in terms of technique, attitudes and resources. The people who read the relevant national and provincial documents, make contact with local agencies, and use the provincial, municipal and regional information already captured in publications by provinces, municipalities and NGOs already know that those who work with newcomers do not work alone. Those who use this book are part of a network of like-minded people who have experienced, reflected upon and recorded the immigrant experience. To those who are about to make that discovery, the compilers extend a warm welcome to the company of those whose vocation is making newcomers at home in Canada.

For further reading

Proceedings of The Settlement and Integration of New Immigrants to Canada Conference, 1988. ed. Shankar A. Yelaja. Faculty of Social Work and Centre for Social Welfare Studies, Wilfrid Laurier University.

Canada and the Pacific Basin; The Face of the National Capital; Innovation in Canada; The Canadian North and its conceptual referents. The *About Canada* series of the Canadian Studies Directorate, Department of the Secretary of State, 1988.

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Canada and the Pacific Basin; The Face of the National Capital; Innovation in Canada; The Canadian North and its Conceptual Referents; Work and Unions in Canada. The *About Canada* series of the Canadian Studies Directorate, 1988.

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$ = a cost for the publication
ND = no date indicated on the publication

Important Addresses and Telephone Numbers

Federal

Canadian Human Rights Commission, 270 Albert Street, Ottawa K1A 1E1
(613) 995-1151
For information on human rights and to locate provincial Human Rights Commissions

Employment and Immigration Canada (Settlement Branch)
Place du Portage, Phase IV, Ottawa K1A 0J9
(613) 994-7141
For further information on all aspects of immigration

Reference Canada
(613) 995-7151
To locate any federal government office

Status of Women Canada, 151 Sparks Street, Ottawa K1A 1C3
(613) 995-7838
For information on matters pertaining to the rights of women

Department of Supply and Services (Canadian Government Publishing Centre)
To purchase federal publications listed in this book
Canada Communication Group, Publishing Centre, Ottawa K1A 0S9
(819) 956-4800
For free federal publications listed in this book, contact your local office of the relevant federal departments.

Provincal and Local

Suggestions

Working with Newcomers: A Guide for Immigration and Settlement Workers is a continuing project that welcomes feedback from all those who use it. New editions will respond to the needs of immigration and settlement workers, teachers, leaders of cultural orientation programs, etc., and will also update facts and figures where necessary. It would be helpful if you could tell us something about you and your organization. Please fill in as much as you feel is appropriate of the following questionnaire.

Mail to: Settlement Branch
Employment and Immigration Canada
Place du Portage, Phase IV
Ottawa K1A 0J9

Your Suggestions

What resource material would you like to add to *Working with Newcomers: A Guide for Immigration and Settlement Workers* ?
Please identify government publications by title, author(s), publishing authority, place, date, and an ordering address and telephone number.

What specific, corrections, changes or additions would you like to see in the next edition?
For example: any changes in tone, content and formatting. Please feel free to go into details and to explain your suggestion.

What new sections, features, concerns would you like to see in the next edition?
Please suggest sources of expertise.

[Please feel free to add more pages if you need them.]

[To clarify your point of view, please fill in as much of the following information as you feel is appropriate.]

1. Your Organization

____

____

( )

____

Official registered name, address   phone   postal code

2. Your organization's special goals or Mission Statement

____

____

____

3. Your organization's other services in addition to working with newcomers

____

____

Please continue on the back of page or on another sheet of paper

4. Your organization's staff and clients

Number of staff in your organization:

Volunteer ____ Paid Full Time ____ Paid Part Time ____

How many of these are involved with newcomers at least 20% of their time?

Volunteer ____ Paid Full Time ____ Paid Part Time ____

Helper-newcomer ratio in your classes: ___ helper to ___ newcomers

Number of current newcomer clients: ___ per Week, Month, Year

Newcomers now being helped by your organization ___

5. What languages do you speak? ______________________________

____

____

Give language(s) plus skill level: "fluent" / "proficient" / "basic"

6. a) How long have you worked with newcomers? ________________________________

Month and year of beginning to assist newcomers as a paid worker / teacher / volunteer

b) Are they usually refugees, immigrants or family sponsored immigrants?

Please circle appropriate response